DOCUMENT RESUME

ED 097 816 HE 005 970

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TITLE	Review of the Evaluative Literature on Open Admissions at CUNY.
INSTITUTION	City Univ. of New York, N.Y. Office of Program and Policy Research.
PUB DATE	Oct 74
NOTE	70p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Admission (School); *Admission Criteria; Evaluation; *Higher Education; Literature Reviews; *Open Enrollment; *Program Evaluation
IDENTIFIERS	*Open Admissions Policy

ABSTRACT

This review summarizes the literature concerning evaluations of the Open Admissions Policy at CUNY from September 1970, when it was initially implemented, to Aguust 1974. The summaries are categorized under six headings: (1) research reports, containing data on the impact of the open admissions policy on students; (2) research reports, containing data on the impact of particular college programs on students; (3) descriptions of particular college programs, without data on their effect on students; (4) newsworthy developments, without critical comment; (5) personal experiences, be they positive, negative, or neutral in their assessment of the open admissions policy; and (6) judgements and criticisms, be they positive, negative, or balanced, journalistic or scholarly. An author index is included. (Author/PG)

ED 097816

REVIEW OF THE EVALUATIVE LITERATURE ON OPEN ADMISSIONS AT CUNY

by

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and Lawrence Podell

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October, 1974

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HE 005 970

The relevant literature was reviewed and summaries were prepared primarily by Judith Piesco, Irene Shrier, and Lawrence Podell, with additional contributions by Rena Kramer, SuSan Wilt, and Barry Kaufman, of the CUNY Office of Program and Policy Research. Primary sources for the publications to be reviewed were two bibliographies produced by CUNY: Sharad Karkhanis, Open Admissions: A Bibliography 1968-1973, CUNY Office of Academic Affairs, January, 1974; and Irene Shrier and David Lavin, Open Admissions: A Bibliography for Research and Application, CUNY Office of Program and Policy Research, March 1974. The clipping files of the CUNY office of University Relations and such library reference works as periodical indexes were also utilized. Many more articles and reports were examined than were summarized. Only publications which dealt specifically with CUNY were included; those that dealt with open admissions in general were not. Further, evaluations written about programs at CUNY before the implementation of the OAP in 1970 were included only if they were useful in providing perspective. There is much written material, mostly mimeographed and photo-duplicated, which is solely descriptive (e.g., the development of programs and how they operate); descriptive items, though not themselves evaluative, were included if they were published in journals or newspapers.

REVIEW OF THE EVALUATIVE LITERATURE ON THE OPEN ADMISSIONS POLICY AT THE CITY UNIVERSITY OF NEW YORK

This review summarizes the literature concerning "evaluations" of the Open Admissions Policy at CUNY from September 1970, when it was initially implemented to August 1974.

The summaries are categorized under six headings:

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A. RESEARCH REPORTS, CONTAINING DATA ON THE IMPACT OF THE OPEN ADMISSIONS POLICY UPON STUDENTS

The implementation of the Open Admissions Policy at CUNY in 1970 changed attitudes, expectations, and aspirations regarding higher education in New York City. A pilot study of pre-OAP attitudes indicated low-income blacks to be indifferent towards the municipal colleges. However, a survey of NYC high school graduates of 1970 showed that, though low-income black and Puerto Rican youth were proportionately less likely than were others to take advantage of OAP, they were electing to come to the municipal colleges in unprecedented numbers. A replication for NYC high school graduates of 1971 contained similar findings.

Prior to the implementation of the OAP, some research had been conducted on the impact of special programs for disadvantaged students at CUNY. During the initial year of OAP, the American Council on Education conducted a study under contract with CUNY. After the second year, a judgmental study of "academic progress" was conducted by CUNY. Unfortunately, methodological features of both of these researches severely limited their usefulness.

Professor David Lavin and his associates have conducted longitudinal studies of each of the fall entering classes since 1970. Using data collected by CUNY from its colleges, they have produced descriptive reports on retention and academic performance. Still to be produced are their reports of surveys of students, faculty, and administrators.

Some of the senior colleges have conducted research upon the impact of the OAP: City College has done studies of academic performance and retention, as well as more comprehensive assessments of impact; Lehman College issued reports on academic progress; John Jay, Medgar Evers, and York Colleges have issued modest reports. Similarly, some of the community colleges have performed studies: Bronx CC has done research upon attrition and academic environment; LaBuardia CC has conducted studies of attrition and remedial performance; and Kingsborough CC has surveyed dropouts and graduates. But research upon the impact of OAP is in its infancy at CUNY.

Gittell, Marilyn, "A Pilot Study of Negro Middle Class Attitudes Toward Higher Education in New York," Journal of Negro Education, vol. 34, no. 4, Fall, 1965, pp. 385-395

This research study involved the questioning of 100 black families in Jamaica, Queens. The sample was selected at random from representative census tracts, and a questionnaire concerning attitudes toward higher education was administered. The data indicated that the largest category of parents with low goal fulfillment were the Southern-born, low-income, non-college educated parents. (Goal fulfillment was measured by responses to such items as degree of consideration given to selection of a college, and problems attendant to higher education.) With the exception of the higher income and college educated families, the view of the city colleges was largely one of the indifference.

Birnbaum, Robert and Joseph Goldman, "The Graduates: A Follow-Up Study of New York City High School Graduates of 1970." Center for Social Research, CUNY Graduate School 1971.

The purpose of this study was to determine the post-secondary school activities of New York City high school graudates of 1970. Data were collected from questionnaires mailed to a stratified random sample of students who were high school juniors as of June 1969, and who were later identified as high school graduates. Principal findings:

(1) Seventy-six percent of all NYC high school graduates were enrolled as full time students in colleges/universities in September, 1970.

(2) College attendance was associated with type of high school attended, high school average, type of diploma, and sex. Students holding academic diplomas, high school averages of 85% and over, and males were more likely to enroll.

(3) A majority of students (69%) were enrolled in four year colleges.

(4) Fifty-seven percent of students indicated that CUNY was their first choice institution.

(5) Full time college attendance rates differed for various ethnic groups with Orientals (88%) most likely and Puerto Ricans (63%) least likely to attend. While a majority of all groups chose CUNY, white students were least likely to do so.

(6) Family income was related to full time college attendance, with low income students least likely to attend.

(7) Income, grades, ethnicity were interrelated, and each of these factors was independently related to college attendance.

Principal limitation: errors could have been introduced by the various complex sampling and weighting procedures used.

Malcolm, Andrew H., "City Finds a Jump in College Bound," New York Times, May 11, 1971.

This newspaper article describes major findings of the report of the survey of NYC high school graduates of 1970 by Robert Birnbaum and Joseph Goldman, op. cit.

Birnbaum, Robert, "Who Goes to College in New York City"?, Integrated Education, vol. 10, Sept., 1972, pp. 69-73.

In this article the author reviews the results of a study of 8123 students systematically chosen to be representative of all NYC high school graduates in 1970. Among the findings were (1) 75.7% of all 1970 H.S. graduates enrolled full-time in some form of post-secondary institution, with moderate differences of the college-going rate based upon ethnic identification. (Puerto-Rican students had the lowest rate of enrollment while Orientals had the highest rate of enrollment); (2) The data indicated a positive relationship of income and high school academic average to college attendance. (Full-time college-going rates increased with income, and higher grades).

Birnbaum, Robert, "Student Attitudes Toward Two and Four Year Colleges." Journal of Educational Research, vol. 65, no. 8, April, 1972, pp. 369-374

This study attempted to determine whether or not high school students have different attitudes toward two and four year colleges and, if so, whether or not attitudes were grouped into meaningful clusters.

Data were collected through an administration of the School Rating Scale, which were randomly distributed to juniors in seven NYC public high schools. Students indicated future college plans and rated two and four year colleges on forty attitude dimensions. The results indicated that there were

significant differences in the attitudes of high school students toward two and four year colleges. Four year colleges were seen as being closer to the "ideal" college on 27 of the 40 dimensions. When the responses of students were factor analyzed, three factors were identifiable -- Social Activities, Supportive Interpersonal Environment and Intellectual Climate. Four year colleges are clearly closer to the "ideal" on the Social Activities factor, but similar to two year colleges on the Supportive Interpersonal Environment factor, while comparative ratings on Intellectual Climate are ambiguous.

Hall, Eleanor, Attitudes of City University of New York Students Toward Open Admissions, Washington, D. C.: University Research Corp., or ERIC Reports EDO 55556, 1971

This report examines the attitudes of CUNY freshmen (N=1100), both open admissions and regular students, towards OAP. On most campuses interviews were conducted with about 100 students chosen at random. They were asked what they thought of the Open Admissions Policy and whether the policy had made a difference in their going to college. Student attitudes toward OAP were predominantly favorable, with community college career students most and senior college students least. The former were more likely than the latter to say that OAP had made a difference in their attending college. The author observes that, often, students in special programs for the disadvantaged are aware of their special identity as beneficiaries. It is not clear whether such awareness is psychologically beneficial; they might suffer from inferiority and pessimism about being able to succeed. It is possible that the CUNY policy of not identifying OAP students may have a better effect on student motivation -- a topic for future research.

Blank, Arthur, Margaret Karnovsky, Leonard Kogan, and Lawrence Podell, "The Graduates Restudied", A Comparison of the Follow-Up of New York City High School Graduates of 1970 and 1971, Center for Social Research, CUNY Graduate School, 1972.

This study was a replication for 1971 high school graduates in New York City of a study of 1970 high school graduates (See Birnbaum, Robert and Joseph Goldman). So far as was possible, sampling methods, the instrument and the data analysis procedures were kept the same. The purpose of this replication was to compare the characteristics and post-secondary school activities of the 1971 NYC high school graduates with those described for the 1970 graduates. Data on both classes were collected by means

of a mailed questionnaire to a stratified sample of students. Particular emphasis was placed upon variables associated with college attendance and student background. The response rate for the 1970 graduates was greater than for 1971, partly attributable to the mailing dates. Principal findings:

(1) In general, the characteristics of high school graduates, including academic averages, were remarkably stable from 1970 to 1971. In general, grades were found to be related to family income.

(2) Full-time college attendance rate was similar for 1971 (73%) and for 1970 (76%) graduates. Variations were associated with type of high school, high school average, type of diploma, and sex.

(3) The type and level of college in which students were enrolled were found to be related to type of high school attended and their grades: public vocational students were more likely to enroll at CUNY in 1970 and 1971; students with an average over 85% were less likely to enroll at CUNY than students with grades under 70%; and students with lower averages were more likely to attend a two year college than a four year college. The figures were similar in 1970 and 1971.

(4) A majority of all students enrolled in college full time indicated that CUNY was their first choice institution and comparable figures were cited for both years.

(5) There was an increase in the enrollment of black and Puerto Rican students in the senior colleges between 1970 and 1971.

(6) Family income was related to full-time college attendance and choice of institution: students with low family incomes were more likely to select CUNY as their first choice in both years.

(7) When high school average was held constant, it appeared that family income had relatively little influence on college attendance; on the other hand, when income was held constant, the effect of grades was clearly evident. If both grades and income were held constant, differences in college attendance rate were related to ethnic identification. Similar figures were cited for the 1970 and 1971 high school graduates.

Principal limitations: comparison of sample groups with available population data and with CUNY data show an underrepresentation of certain groups (blacks, freshmen enrolled at two year colleges, and high school graduates with averages under 70%). Similarly, the number of academic diplomas received and the enrollment of students in CUNY four year colleges were overrepresented.

Kramer, Rena, Barry Kaufman and Lawrence Podell, Application, Allocation, and Enrollment of Freshmen by Residential Area, 1969-1972, Office of Program and Policy Research, CUNY, 1974.

This research report is concerned with the residential distribution of first-time freshmen applicants to the CUNY in 1969, before the implementation of the Open Admissions Policy, and in 1970 and 1972, after it. Principal findings: (1) there was a 55% increase in first time freshmen applicants to CUNY from 1969 to 1972, with the greatest proportionate increase among applicants from deprived neighborhoods and/or with a college admissions average below 70%; there was a 2% decrease of applicants with a CAA of 85% and over; (2) of all applicants for matriculated status in Fall, 1972, 76% were allocated to the college of their first choice; among those with a CAA of 85% and above, 99% received their first choice.

Kramer, Rena, Barry Kaufman, and Lawrence Podell, Characteristics of Enrollees and Non-enrollees Among Freshmen, 1972, Office of Program & Policy Research, CUNY, 1974

This report compares applicants to the CUNY for admission in Fall, 1972 who eventually enrolled with those who were accepted but did not enroll. Of all applicants accepted as full time students, 56% enrolled at the college to which they were allocated, while 44% did not and are termed "non-enrollees". Major findings:

(1) Applicants accepted by senior colleges were more likely to have higher college admissions (high school) averages than those accepted by community colleges.

(2) Nearly one-fourth of the applicants were eligible for special programs.

(3) Applicants to senior colleges were more likely to be allocated to the college of their first choice than community college applicants.

(4) Applicants allocated to senior colleges with CAAs of 80% or above were far less likely to enroll in September; this was related to their type of high school and family income.

(5) Applicants with CAAs of below 70% were less likely to enroll; type of high school, family income, and ethnicity were intervening variables.

(6) Applicants allocated to community colleges who were eligible for special programs were less likely to enroll; this was not necessarily true for senior colleges.

Dispenzieri, Angelo, et al, "An Overview of Longitudinal Findings on a Special College Program for Disavantaged Students, " ERIC Report, ED047078, 1971

This report summarizes the research findings on five and one-half years of operation of the College Discovery Program (for deprived students) at CUNY. A comparison of CD and regular matriculants after one semester revealed that students who attempted half-a-full load and two remedial courses outperformed students who attempted a full load and less than one remedial course. They also performed almost as well as regular matriculants in terms of GPA, number of credits completed, and credit ratio. The findings suggest an optimal first semester mix for such students. Follow-up studies of the 1964 and 1965 CD classes two years after they had entered revealed that almost half of each class had attrited, most for nonacademic reasons. Several reports, in mimeographed form, were produced by the authors.

Dispenzieri, Angelo, et al, "College Performance of Disadvantaged Students as a Function of Ability and Personality," Journal of Counseling Psychology, vol. 18, no. 4, July, 1971, pp. 298-305

This research study compared the academic motivation of disadvantaged students in the College Discovery Program to that of regular matriculants at CUNY. A sample of students was drawn from entering freshmen (Fall, 1966) and a battery of psychological and attitudinal tests were administered. Academic success was measured by graduation (for special program students only), GPA and the number of credits completed. While the two groups did not differ in degree of motivation, somewhat different patterns emerged: regular matriculants were more concerned

with "social evaluation" and CD students with "self-worth". The best predictors of successful college performance were high school average, OTIS I.Q., study habits and attitudes, and reality of aspiration level. However, only 22% of the variance in college success could be accounted for among the students. (The authors note that part of the difficulty in predicting college success lies in measuring the criteria. The variance accounted for by college attended is indicative of differences in standards and procedures among the various community colleges of CUNY.)

Rossmann, Jack E., Helen Astin, Alexander Astin, and Elaine EL-Khawas, Open Admissions at CUNY: An Analysis of the First Year, (mimeographed) no date. (Expected to be published by Prentice-Hall in 1975)

This study employed a pre-post research design to assess the initial year of OAP at CUNY. The study was conducted by the American Council on Education and the University Research Corporation, under a contract with the CUNY Office of Academic Affairs. The data, collected from samples of students before enrollment and one year later, included student performance (e.g., retention, grades, credits), attitudes (e.g., aspiration, satisfaction), and achievement test scores. Samples of faculty and administrators were also interviewed. Major findings:

(1) Achievement test (reading and arithmetic) scores increased significantly between Spring 1970 and 1971 for all groups of students;

(2) sex, high school performance, achievement test scores, and level of degree aspiration were the best predictors of freshman GPA (based on students' self-report of grades);

(3) retention rates were similar to those reported for a nationwide sample;

(4) level of degree aspiration was the best predictor of retention;

(5) compared to a national student sample, CUNY students were somewhat less satisfied with their first year college experience, (there were great variations between the colleges in this regard).

The nature of the sampling (unrepresentative and inadequate) and the manner in which the data were analyzed (primarily multiple regression) severely limited the usefulness of the study. Measures of student performance were based upon self-reports which were later found to be grossly inaccurate. The study concerns only the initial year of OAP, a time of such hurried reorganization and redirection that findings from it may not be applicable to other years.

Astin, Alexander W. and Jack E. Rossman, "The Case for Open Admissions: A Status Report", Change, vol. 5, no. 6, Summer, 1973

This journal article outlines the results of research conducted during the first year after the implementation of Open Admissions Policy. The study, conducted by the American Council on Education, attempts to examine three aspects of OAP: (1) the curricula and programs at the various CUNY colleges which were developed in the first year of its operation, (2) the issues inherent in the Open Admissions Policy, and (3) the impact upon entering freshmen. The authors conclude the article by acknowledging that many issues are still unresolved; however, they view the results of the first year as providing support for the decision to implement OAP. (See the summary of Rossman, Jack E, et al, Open Admissions at CUNY: An Analysis of the First Year.)

"Characteristics of Freshmen Students at the City University of New York", ERIC Report ED055542, 1972

This paper reports on the research study conducted by the American Council on Education in cooperation with the University Research Corporation, on the CUNY freshmen who enrolled during Fall, 1970, the first year of open admissions. Data came from interviews with students and a Student Information Form, which contained items on a wide range of biographic and demographic characteristics. Nationwide data compiled by ACE on college freshmen were weighted in order to provide a comparison. Principal findings:

(1) CUNY freshmen are similar to students nationally in terms of overall occupational aspirations;

(2) While national norms indicate that 89% of students are white, and 9% are black, CUNY figures show that 17% are black, 8% are Puerto Rican;

(3) While the majority of whites come from families with incomes over $8,000 and indicated little concern with their ability to finance their education; blacks and Puerto Ricans (65% and 75%, respectively) come from families with less than $8,000 and a majority expressed concern over their ability to finance their education;

(4) Most CUNY freshmen, including open admissions freshmen, completed an academic program in high school;

(5) The majority of CUNY freshmen agreed that open admissions is a good idea. There is a disagreement among eithinc groups: Most whites agreed that CUNY's reputation will suffer and outstanding students would apply elsewhere, whereas most black and Puerto Rican students disagreed.

"The City University Open Admissions Transcript Survey," Office of Academic Affairs, CUNY (mimeographed), December, 1972

This study is a judgmental appraisal, based upon an examination of transcripts, of the "academic progress" of a sample of 1970 and 1971 freshmen who were enrolled at CUNY in 1972. A summary table was included which indicated a relationship between high school average and "academic progress" (i.e., students with high HSA showed greater "progress" than those with low averages). While this finding is consistent with other research, it adds little to our knowledge about open admissions because of the limitations of the effort, among which were (1) the apparent subjectivity of the appraisal of "academic progress" (credits attempted, credits earned, and grade point average were not calculated; rather, an overall judgment was apparently rendered by the appraiser upon viewing the students' transcripts), (2) the failure to specify the criteria involved in the appraiser's decisions as to the students' "progress", (3) the omission from the study of students who were graduated from the community colleges (the culmination, one might assume, of their "academic progress"), and (4) projecting the results to the total population without demonstrating the representativeness of the sample.

Lavin, David E. and Barbara Jacobson, Open Admissions at the City University Of New York: A Description of Academic Outcomes After Three Semesters, Office of Program and Policy Research, CUNY, April, 1973.

The three semester experience of 1970 enrollees and the one semester experience of 1971 enrollees are described in this report. It contains data on student outcomes (credits, grades, retention), tabulated by high school average, and on the impact of remedial programs. High school average was found to be associated with student performance at both senior and community colleges. Remedial programs, however, appeared to have a more positive impact on students from community colleges than on those from senior colleges. Data comparing the one semester performance of 1970 and 1971 enrollees at the colleges of CUNY were mixed and did not disclose consistent patterns.

Lavin, David E. and Richard Silberstein, Student Rentention Under Open Admissions at The City University of New York: September 1970 Enrollees Followed Through Four Semesters, Office of Program and Policy Research, CUNY, February, 1974

Data on the four semester retention of 1970 enrollees at the colleges of CUNY were tabulated by high school average and organized so as to show retention rates (enrollees present in all four semesters), net retention rates (enrollees present in the fourth semester), and return rates (enrollees who attrited but returned for the fourth semester). Findings: (1) retention rates were higher at the senior than at the community colleges (2) high school average was found to be related to retention (Net retention rates at the senior colleges ranged from 81.9% for students with HSA 80% and above to 63.3% for those with HSA of less than 70%; at the community college, the corresponding range was narrower -- 68.3% to 55.4%). The relationship between HSA and return rate was less pronounced. A comparison of four semester retention data for CUNY with eight semester retention data for a national sample, showed CUNY retention to be considerably above the national figures.

Greenhaus, Jeffrey and Michael Ribaudo, The Relationship Between High School Average and Academic Performance for Students Entering September 1970, Office of Research and Testing, City College, April, 1973

The purpose of this study was to investigate the relationship between high school average, type of high school, and performance at City College (GPA and retention after four semesters), for the fall entrants and for a variety

of subgroups of students. The strongest positive relationship was found between high school average and GPA; it was more important in determining academic performance at City College than was the quality of the high school. The relationship between high school average and retention was not as strong as the relationship between high school average and grade point average, although students with higher grade point averages did not have a greater probability of remaining in school. Retention of students with HSA of 85% and over was 78.1%; for students with HSA below 85%, it was 69.4%. This study provides some answers to the question of how students admitted to City College under the Open Admissions Policy fared academically.

Lavin, David E., Open Admissions at the City University of New York: A Description of Academic Outcomes After Four Semesters, Office of Program and Policy Research, CUNY, June, 1974

The four semester experience of 1970 enrollees and the two semester experience of 1971 enrollees are described in this report. It contains data on student outcomes (retention, grades, credits), tabulated by high school average and college attended, and on the effects of remedial programs (including SEEK non-SEEK comparisons). Previous reports described the three semester-one semester experience (Lavin and Jacobson, 1973) and four semester-two semester retention (Lavin and Silberstein, 1974) of these enrollees.

Major findings: (1) high school average was related to student outcomes in college; (2) within high school average categories, community college students outperformed those from senior colleges; (3) performance of 1970 and 1971 enrollees was similar with one exception: a greater percentage of 1970 than 1971 enrollees at senior colleges earned 24 or more credits after one year; (4) retention data indicated that CUNY figures compared favorably with those at national level; (5) data on the impact of remedial programs were mixed and did not allow for generalizations.

Major limitations: (1) lateness -- data on enrollees four semesters' experience was not made available until their eighth semester; (2) completeness -- data on three colleges and a few thousand enrollees were still missing from the tabulations; (3) while day session transfers between CUNY colleges were tracked and counted as retained, transfers to evening session within CUNY and to other colleges were not; (4) data which would allow for comparative assessments of program impact entry and exit, or of differential effects upon students on other relevant bases, such as sex, ethnicity, socio-economic status) were still unavailable. Many of these limitations are expected to be overcome in future reports.

Greenhaus, Jeffrey H., A Profile of the September 1971 Entering Student at City College, Office of Research and Testing, City College, November, 1972

This statistical profile describes the Fall 1971 entering class in terms of demographic and social characteristics, academic background, attitudinal information, and performance at City College. Tabulations are presented by age, parents' education, race, family income, religious background, high school percentile and remedial placement (63%). Attitudinal information was concerned with the reasons for attending college in general and City College in particular; reasons chosen as "very important" were low tuition (39.4%), special educational program (28.6%), college has a good reputation (21.0%). One year cumulative GPA for the Fall 1971 entering class showed the same positive relationship between high school average and GPA that other studies done on OAP at City College have indicated.

Greenhaus, Jeffrey, A Comparative Analysis of College Climate, Office of Research and Testing, City College, July, 1973

An earlier study was done of college climate as perceived by September 1971 entering students during their freshman year (N=547). The purpose of the present study was to determine whether differences existed in their perceptions of City College as a function of years in school, by analyzing similar information for juniors (N=170) and seniors (N=290). The most outstanding and consistent findings were the differences in perceptions between freshmen and upperclassmen, the latter having more negative attitudes, with seniors being the most critical. The responses to the Open Admissions attitude items were mixed, showing no apparent trend. The only item that showed substantial agreement was that "the same standard be used for all students". Academic interaction with faculty and teaching effectiveness were seen favorably. Perceived lack of communication, lack of influence upon the college, and the bureaucratic structure of the institution were the largest negative responses. The study was consistent with national norms that find upperclassmen/women increasingly critical of college. The researchers were also forthright as to how much can realistically be inferred from attitudinal questionnaires on college climate.

Berger, Dan, Termination Report on the 1971 Freshman Class, Office of Research and Testing, City College, March, 1973

This study attempted to identify those factors which have been hypothesized as predictors of attrition: high school performance, socioeconomic status, ethnicity, attitudinal and motivational variables. No differences were found between attrited and retained students with regard to their high school average, socioeconomic status and minority group membership. However, low H.S. average and low SES in combination did show a positive relationship to attrition. Students who left after their first year tended (1) to be less satisfied with City College, (2) to place less importance on getting good grades, (3) to have parents less interested in education, (4) not to see City College as a place to obtain a "broad well-rounded education", (5) to be less introspective than students who remained. Recommendations are made for encouraging the retention of various groups of students.

Perlmann, Joel, Open Admissions at City College: A Report After Two Years. Office of Open Admissions Coordinator, City College, August, 1972

The impact of open admissions at City College and that institution's response are described in this report. Included are statistics describing the 1970 and 1971 enrollees, descriptions of remedial programs that were developed for them, and data on the academic performance of these enrollees. High school average was shown to be related to various indices of academic performance (e.g., GPA, retention, credits earned) for both classes. Retention after one year was found to be higher for the Fall 1970 enrollees, while the cumulative GPA after one year was somewhat higher for Fall 1971 enrollees. Limitations of this report stemmed from the short time span reported upon (only one or two years of student performance), inappropriate comparisons between the two cohorts (the two year performance of 1970 enrollees was sometimes compared with one year performance of 1971 enrollees), and the lack of systematic data on remediation and its effect on performance.

CCNY Alumni Association, Open Admissions At City College of New York, City College, January, 1973

This report is a description of the effects of the Open Admissions Policy on both the students (Fall 1970 and Fall 1971 entering classes) and the college, based on the findings of researchers as well as interviews with City College personnel. It includes recommendations for changes in the implementation of certain OAP programs.

Findings: (1) the percentage of students with an average below 70 dropped from 45% in 1970 to 32% in 1971; (2) in the 1970 class, 50% required remediation, and in the 1971 class, this rose to 56%, (3) the proportion of black students tripled to 25% and of Puerto Rican students doubled to 10%, (4) attrition rates after three semesters for the Fall 1970 class were 26% for regular admissions, 33% for open admissions, and 30% for SEEK, and (5) it is projected that one out of three open admissions students will drop out after three semesters, and 40% will graduate.

Major recommendations: (a) improving the program as it now exists, with extensive expansion of remedial programs, more effective counselling programs, additional facilities of all kinds, and improved faculty orientation and (b) alternate plans for administering OAP, with direct admission of high school juniors with HSA of 80 and above who do not require remediation, leaving more room and facilities for intensive remediation of those remaining high school seniors.

Benjamin, Jennette & Philip Powell, "Open Admissions, Expanding Educational Opportunity," Journal of the National Association of Women Deans and Counsellors, vol. 34, No. 4, Summer, 1971

The authors report on the initial results of CUNY's open admissions policy, one year after its implementation. Data for the study was provided by assessing the academic achievement of the first open admissions freshman class at Herbert H. Lehman College. The factors selected to determine academic progress were the number of credits earned and grade point average. The authors conclude that significant numbers of high risk students are capable of making progress toward a degree but recommend that they carry a reduced credit bearing program while, at the same time, receiving remediation.

Leaf, Jeanette B., Academic Progress of the Fall 1970 Freshman Class. Office of the Dean of Students, Lehman College, March, 1974

The six semester performance of 1970 enrollees at Lehman College was described in this report. The variables included student outcomes (retention, grades, credits), tabulated by high school average, sex, and semesters attended. While there were differences by sex and number of semesters completed, high school average showed the strongest and most consistent relationship to performance

over the six semesters. Based upon the retention experience to date, it is projected that 32% of the class may be graduated after four years, and 51% after five years. Limitations of the study include the lack of data on the impact of remediation and other support programs, the absence of comparative analysis between 1970 enrollees and those who enrolled in more recent years, and the lack of follow-up upon students who transferred to (and were still in attendence at) other CUNY colleges.

A Report on Open Admissions, Department of Counseling and Student Life, John Jay College, March, 1973

This study describes and compares three entering freshman classes (Fall 1970, 1971, 1972) on high school average, retention by semester, and reading level. Also included is an analysis of grades of a sample of the Fall 1972 class. Major findings: (1) the percentage of level A and B students has remained extremely high, between 87% and 90%, for all three years; (2) after five semesters, the 1970 class retention rate was approximately 50%, regardless of high school average; (3) after three semesters, the 1971 class retention rate was 70% for all high school categories; (4) 44% of the Fall 1972 class were tested as reading at the 10th grade level or below; (5) a sample (N=100) of Fall 1972 entering students was found to have passed 60% of the courses they attempted.

Dannenfelser, Roberta, Follow-Up Report on the Attrition of Freshmen Students Admitted in Fall, 1971 After a Period of Two Years, Office of Admissions, Medgar Evers College, January, 1973

This study compares attrition of the first entering class at Medgar Evers College (Fall 1973) after two years by admissions groups (through UAPC, direct admissions, re-entry, SEEK), high school average, and sex. The overall rate of attrition after two years was 56.8%, with directly admitted and re-entry students the highest, approximately 70%. The attrition rate was almost the same regardless of high school average or sex.

Gruen, Richard, A Study of Open Admissions Students: The Class of September 1970, Office of Institutional Research, York College, June, 1973

This descriptive study follows up upon the first class of Open Admissions students after four semesters (Fall

1972). It found that 56% had averages of 2.0 or better, grade point average was positively related to high school average (for HSA of 80 and above, 73% had GPA of 2.0 or above; for HSA below 80%, the figure was 45%). Over half of the students had not achieved junior status by their third year. The author asserts that placement testing and remedial courses available were inadequate.

Open Admissions Evaluation Project, Office of Institutional Research, Bronx Community College, Spring and Fall, 1971

A three part project was designed to investigate the academic experiences of Fall, 1970 enrollees after one semester at Bronx Community College.

(1) Fall, 1970 enrollees who failed to enroll in Spring 1971 were compared with those who re-enrolled on various academic entry (e.g., high school average, Nelson-Denny reading score) and college performance (e.g., Fall 1970 credits attempted and credits earned) variables. Comparisons were by students' college program (major field). The study found little evidence of differences between the entry characteristics of attrited and retained students; however, differences were found in the college performance of the two groups. Open admissions students did not show a significantly higher drop-out rate than regular students. Limitations of the research include: The short time span that was studied, the absence of non-academic variables (e.g., sex, socioeconomic status, financial need, achievement motivation), and the exclusion from the sample of attrited students with GPA's of 2.0 and above.

(2) Fall, 1970 enrollees who failed to enroll in the Spring 1971 were surveyed by means of a mailed questionnaire. The questionnaire was designed to identify the major reasons behind the decision not to re-enroll, as well as to discover respondents' current status. Financial need, followed by placement, scheduling and "psychological" unpreparedness, loomed as the major reasons for "dropping-out". A majority did not receive financial aid or counseling help. At the time of the survey more than two-thirds were employed, and a very small proportion were enrolled in another educational institution. Limitations: the low (43%) return rate, the possibility of selective recall (the

respondents were surveyed several months after they decided not to re-enroll), and the absence of "background variables" (e.g., sex, high school average, college program) which might have provided more meaningful data analysis.

(3) Fall 1970 enrollees were divided into three groups -- two open admissions, one regular -- and compared on entry variables and college performance after one, and in some instances, two and three semesters. The classification was based on the extent to which the students would have met Fall, 1969 Bronx CC entry requirements for the curriculum in which they were registered. Regular students entered with higher placement test scores, were less likely to drop out, and had superior college performance than students in the other two groups.

Eagle, Norman, The Impact of Open Admissions on College Environment, Office of Institutional Research, Bronx Community College, January, 1972

In this study, the College and University Environment Scales (C.U.E.S.) were given to pre-OAP (Spring 1970) and post-OAP (May, 1971) samples of students and faculty to measure the changes in the "environment" of a two-year college which may have resulted from the implementation of the Open Admissions Policy. The analysis of the results was not based on the absolute values of the Scale scores but on the differences between students and faculty and on the changes from 1970 to 1971. Pre-OAP and post-OAP student perceptions, showed no significant changes on the seven CUES Scales (Practicality, Community, Awareness, Propriety, Scholarship, Campus Morale, Quality of Teaching and Faculty-Student Relationship). In contrast, faculty changes were both more wide-ranging and in a consistently negative direction. The post-OAP faculty sample perceived the college environment as being less benign and supportive of students, less cohesive, and as having experienced a diminution of academic and other standards.

Ehrlich, Dan, Quarterly Report on Open Admissions, Office of Institutional Research, La Guardia Community College, April, 1973

This report and other quarterly reports on this topic describe the programs at La Guardia Community College for Open Admissions students, including placement testing and achievement in remedial courses.

Berger, Kenneth, Student Attrition at La Guardia Community College, Office of Institutional Research, La Guardia Community College, April, 1973

This research report attempts to identify the major reasons for the attrition of students and to study the relationship of these reasons to other factors, such as prior academic performance, reasons for attending college, present activities and future plans. At the end of one year, the attrition rate for the 1971-72 freshman class was 30%. Of those attrited students responding to the questionnaire [58.5%], one half left school for "school-related" reasons, one-quarter for financial reasons and one-quarter for other personal reasons. Attrition appeared to be related to a lack of clarity about career goals. It was also related to high school average, with attrited students having lower HSA than the retained group. Three quarters of the respondents who left school were working; forty percent planned to return to school.

Rabinowitz, Morris, Open Admissions: A Survey of its Impact on Former Students, Graduates and Non-Graduates of Kingsborough Community College, Office of Institutional Research, Kingsborough Community College, January, 1974

A questionnaire survey was conducted of pre- and post-OAP graduates and drop-outs to determine the impact of Open Admissions upon the characteristics and performance of students. The response rate was low: 35% of all graduates, 13% of non-graduates. Among post-OAP respondents were more males, fewer academic high school diplomas, fewer students ranking in the top third of their high school class, and less likelihood of entering college directly from high school. Background variables (race, income level, type of diploma, academic high school rank, and prior college experience were found to be related to performance.) The effect of OAP upon student performance at Kingsborough CC appears negligible, particularly in such areas as grade point average, remediation needs, involvement and extracurricular activities, degree expectations, and curriculum certainty, according to the author. Both pre-OAP and post-OAP students had equivalent post-college perceptions of the utility of KCC education and the value of college.

B. RESEARCH REPORTS, CONTAINING DATA ON THE IMPACT OF COLLEGE PROGRAMS UPON STUDENTS

The need for remediation in reading and writing English predated the Open Admissions Policy at CUNY. With the advent of the OAP, remedial English programs increased. Studies were conducted so as to assess the impact of such programs at Baruch, Brooklyn, and City Colleges, and Borough of Manhattan, Bronx, Kingsborough, LaGuardia, and Queensborough Community Colleges.

Similarly, remedial programs at Kingsborough CC and City College in mathematics and biology were the subject of evaluation research efforts. Multi-faceted remedial programs, including preenrollment orientation efforts, were studied at Brooklyn College. Research related to the testing of student skills was also conducted at CUNY.

Very little in the way of research has been conducted upon the impact of support programs, such as financial aid, counseling, and tutoring.

As yet, there studies are too few, too limited and lack sufficient comparability to draw generalized implications from. In the future, assuming coordination of research efforts, it may be possible to make University-wide inferences concerning which programs have the greatest impact upon particular groups of students.

Weeden, S.V., "Two Year Basic Skills Study," Journal of Reading, vol. 10, no. 4, January, 1967, pp. 231-237

The purpose of this study was to ascertain whether a six week training program in the Brooklyn College Basic Skills Center produced gains in reading and writing skills and whether gains, if accrued, are maintained over a two year period. A small group of students enrolled in the Center and a matched control group were given standardized reading and English tests after completion of the program

and again after two years. In comparing the experimental and control group on a short term basis, training in reading and/or writing resulted in significant gains in some skills, particularly those undergoing instruction. On a long term basis, basic training seems to be maintained on trained skills, plus a spread effect into other skill areas.

Bossone, Richard M., "The Writing Problems of Remedial English Students in Community Colleges of the City University of New York," ERIC Reports ED028778, 1969

This is a study of the writing problems of remedial English in four CUNY community colleges, drawn from information furnished by four department chairmen, 15 remedial English teachers and 343 remedial English students in 1968. The author noted what writing factors and gross errors were considered most important by faculty, analyzed the responses of faculty to students' initial compositions and writing problems as revealed by these compositions, made an item analysis of student errors, and compared their vocabulary to freshmen at Michigan State University. Findings: (1) There is little agreement among faculty as to what constitutes a gross error and what writing factors should be weighed more heavily over others; (2) faculty seem to prefer the general impression method of rating compositions (that is, employing a general comment as opposed to individual comments on different writing factors); (3) most serious writing problems center around organization, ideas, and sentence structure; (4) there is a lack of agreement among faculty about criteria for grading, placement procedures, course objectives, teaching methods, and attitudes toward students; and (5) the extent of vocabulary of these CUNY students compare favorably with that of MSU freshmen. The author recommends that community colleges ought to redefine their program objectives, institute objective and essay tests for placement purposes, employ better diagnostic procedures, and that attitudes of English teachers must be more positive in terms of their relations with and expectations of remedial students. The need for a research and instructional service center to bring about improvement in the area of remedial English should be an item of high priority.

Bossone, Richard M., "The Reading Study Skills Problems of Students in Community Colleges of CUNY." ERIC Reports EDO39866, 1970

This study of the reading study skills problems of students in community colleges was made in Fall 1969. Questionnaires were administered to students (N=496) in English classes. In order to get information on the nature of reading programs in existence, department chairmen were asked to respond to an outline briefly describing their program. (Three colleges submitted a description, while three others indicated having no program.) Findings: (1) most students prefer to study but have physical , psychological, and environmental problems connected with it; (2) most students say that their problems are mainly centered around comprehension, study skills, critical reading, vocabulary; (3) psychological and intellectual problems and negative environment tend to correlate with difficulties in all areas of reading-study skills; and (4) half of the colleges indicated no reading programs, and those which have them are plagued with problems of inadequate space and materials, and inability to award credit. The author concludes with several recommendations and advises that future research is needed in this area.

Bossone, Richard and Max Weiner, "Three Modes of Teaching Remedial English: A Comparative Analysis," Baruch College and the CUNY Graduate School, 1973

The purpose of this pilot study was to evaluate performance, backgrounds, attitudes, interests, academic needs, and problems of remedial English students exposed to three instructional treatments: computer assisted (CAI) instruction, programmed instruction (PI), and regular classroom instruction (LI). It involved 13 remedial English classes in Spring, 1972 including 167 students and 7 teachers. Findings: (1) the majority of students, high school graduates holding non-academic diplomas, felt that they had problems in grammar; many indicated that their problems in English were due to physical and psychological factors such as tiredness, inability to concentrate, and anxiety about reading; (2) the faculty indicated that students often lacked motivation and discipline,and suffered from poor attendance and negative self-conceptions; (3) reading tests revealed that a majority were in need of intensive remediation; pre-post writing tests indicated that students in need of a fair amount of remediation did much better than those in need of intensive remediation; (4) in evaluating themes, faculty noted most frequently the combination of punctuation, mechanics and spelling as the factor which

caused students most difficulty; regardless of mode of instruction, students tended to have more difficulty writing longer themes; (5) students in need of a fair amount of remediation, using PI and CAI, improved more than those in need of intensive remediation, who used PI, CAI, and LI modes of instruction; (6) regardless of method, there was no significant improvement for the majority of students in need of intensive remediation; the results imply that the Metropolitan Achievement Tests, which revealed many students lacked college reading skills, is a fairly good predictor of a student's ability to succeed. Recommendations were made by the investigators including need for additional research, individualized instruction, restructuring of remedial courses, diagnostic procedures and tutorial services.

Cantwell, Zita, Summer (1973) Intensive Skills Program, Department of Educational Services - Evaluation Report No. 1, Office of Testing and Research, Brooklyn College, October, 1973

The Summer Intensive Skills program was a six week course providing compensatory study in reading, composition, study skills, and an orientation to Brooklyn College for students expecting to enroll the following fall. This study found that participating students (1) attended classes on a fairly regular basis, (2) felt that they had improved significantly in reading, writing, and studying skills, and (3) tended to evaluate their abilities in study skills and test-taking much higher than did the faculty (student and faculty post-program evaluations were relatively close in the areas of reading, writing and speaking). It should be noted that data were available on relatively few students (N ranged from 44 to 77).

Cantwell, Zita, First-Time Full-Time Freshmen (Fall 1973): Performances on a Standardized Reading Test and First Semester Brooklyn College Indices, Office of Testing and Research, Brooklyn College, May, 1974

In Fall, 1973, 3652 entering freshmen, including regularly admitted, OAP, and SEEK students, took either the California Achievement Test-Reading or the Cooperative Reading Test. This research report presents comparisons between the three groups of students on reading test scores and grade point averages. The data indicate that the regularly admitted students (H.S. average of 80 and above) tended to obtain higher scores on a standardized reading test and have higher grade point averages than either the OAP

or SEEK students. OAP students performed somewhat better than SEEK students on the reading tests, but not in terms of GPA. Limitation: no cut-off scores on grade equivalents, were given for test scores; without these grade equivalents, it is not possible to compare the reading ability of regularly and specially-admitted students, as the two groups were given different tests (Regular, COOP; OAP and SEEK, CAT).

Ribaudo, Michael and Jeffrey H. Greenhaus, College Study Skills: An Initial Report, Office of Research and Testing, City College, March 1972

This study describes the students who were placed in a remedial "study skills" course and attempts to determine whether there was improvement in reading skills upon completion of the course. Students were given the Nelson Denny Reading Test in early Fall, 1970 and were retested at the end of the semester. In addition, instructors rated students on study skills, reading ability, vocabulary, course performance and improvement. The total population (N=759) showed significant improvement in reading skills after one semester; in general, students who received a non-passing grade from their instructors did not show such improvement on the pre-post tests.

Berger, Dan, Effectiveness of College Skills and Basic Writing Courses in Preparing Students for Regular College Courses, Office of Research and Testing, City College, October, 1972

A study was conducted to determine the effectiveness of a remedial English course and two college skills courses (reading and writing) in preparing OAP students for regular college study. The study population consisted of 1,650 entering freshmen who scored poorly on the placement tests; the control group consisted of several hundred students who were assigned to take remedial courses but did not. The study found that, when cognitive variables (high school average, test score) were held constant, taking a remedial course made a small but statistically significant difference in grades received in non-remedial courses: (1) taking a college skills course made only a small difference in subsequent grades; however, sometimes this difference was sufficient to raise the grade to a passing level; (2) taking the remedial English course did not affect grades in subsequent "verbal" courses or GPA; however, the combination of remedial English and college skills courses had a greater impact on grades. None of the variables were positively associated with attrition.

LaChica, Genero, Evaluation of Remedial Programs - Fall 1973, Office of Instructional Testing and Research, Borough of Manhattan Community College, May, 1974

In this study, pre- and post-testing were conducted in the areas of English as a second language, reading, and writing to determine (a) the need for remediation and (b) gains made after remediation. Findings: (1) ESL students demonstrated substantial gains in their comprehension, and written and oral expression of standard English, according to tests developed by the College; (2) reading-remediation was required for all students scoring below the tenth grade level on the Stanford Paragraph Meaning Test; students taking the course showed significant gains after one semester of 2.1 grades; (3) writing samples were evaluated by criteria developed by the College; students demonstrated significant progress in their final essays, but this was not reflected in their performance on a standardized test (COOP-English expression). Limitation: no data were provided relating test scores to performance in college courses.

Eagle, Norman, Some Follow-Up Studies in RDL02, Office of Institutional Research, Bronx Community College, May, 1971

This study investigated various relationships involving the grade in RDL02 (a remedial reading course), considered both as a criterion measure and as a predictor of subsequent achievement in two regular courses in English and in history. The study found that the grade in the remedial reading course was a moderately good predictor of grades in the regular English and the regular history courses; it was a significantly better predictor than the students' score on the Nelson-Denny reading tests. (Very little difference in grade achievement was found between students in the regular English course who had taken the remedial reading course and those who had not.)

Ehrlich, Dan and Kenneth Berger, Research in the Area of Remediation, Office of Institutional Research, LaGuardia Community College, November, 1973.

This study attempted to determine the levels of achievement of incoming students in reading, language, and mathematics, and to gauge the efficacy of the College's remedial programs. The study found that there was a declining trend in the basic skills of freshmen entering LaGuardia CC; based upon California Achievement Tests scores, the mean grade

equivalent fell from 10.55 in 1971 to 9.50 in 1973. Both the 1972 and the 1973 entering classes improved their skills by about a year -- from the 10th to the 11th grade level. The degree of improvement in the basic skills was directly related to the initial level of performance; that is, the poorer the skills initially, the larger the gain was.

Rabinowitz, Morris, Toward an Evaluation of the Freshmen English Program, Fall 1971, Office of Institutional Research, Kingsborough Community College, January, 1972

This study found that students placed in remedial English courses (after being tested) showed greater improvement in reading comprehension than did students placed in regular English courses. The most poorly prepared students passed 80% of the credit load for which they were enrolled, and 37% of them earned a C- average or better.

Rabinowitz, Morris, The Freshmen English Program Revisited (1972-1973), Office of Institutional Research, Kingsborough Community College, January 1973

This study attempted to assess the improvement in writing skills of freshmen who were enrolled in remedial and regular English courses. When a "writing sample", developed at KCC was applied, significant improvements in the effective use of English was found in both groups. However, the post-test scores in English expression of the remediation group did not reach the pre-test levels of those in the regular course.

Cohen, Edward, A Study of Remedial Reading Courses (BE03) Offered During the Fall 1972 Semester; A Baseline for Longitudinal Studies, Office of Testing, Evaluation, and Educational Research, Queensborough Community College, 1973

This study attempted to determine whether students who have been identified (by the Cooperative English Test) as needing remedial reading have improved their reading skills after having taken remedial reading courses (BE03) for one semester. Significant gains were found in reading scores: 40% (of 1286) passed the post-test after one semester of remediation; 87% received passing grades in BE03. (Discrepancies between the CET post-test results and the final pass-fail grades in the course indicate that the validity of each require further study.) In

future studies, additional independent variables (e.g., sex, age, high school average) will be introduced into the analysis. The lack of a control or comparison group in this design was a major limitation.

Rabinowitz, Morris, Single Concept Introductory Math Project (SCIMP), Fall 1971, Office of Institutional Research, Kingsborough Community College, March, 1972

SCIMP was an experimental program utilizing television and special effects to teach introductory algebra. This study attempted to compare the progress of SCIMP students (N=28) with that of students who were taught in the more traditional manner (N=81). The study found that SCIMP students were more likely to get higher grades on the OAT Mathematics Computation Test and in the final exam in the algebra course. However, they were less likely to complete the course.

Rabinowitz, Morris, A Preliminary Evaluation of "Mathematics of Drugs and Solutions" - Nursing 10, Office of Institutional Research, Kingsborough Community College, March, 1973

This study attempted to assess the effectiveness of Nursing 10, a course intended to improve students' arithmetic skills and to apply these skills to nursing-related problems. Based upon pre- and post-tests results (N=66), it was found that improvement in basic arithmetic skills did occur.

Rabinowitz, Morris, A Preliminary Evaluation of Math 70, Basic Mathematics, Office of Institutional Research, Kingsborough Community College, April, 1974

This study attempted to assess the effectiveness of Math 70, Basic Mathematics, in improving student performance in Accounting II at KCC. It was found that students who took Math 70 (N=33) did no better in Accounting II than students who did not. Most of the students with poor arithmetic preparation passed Accounting II, though their average performance tended to be low (total N=284).

Berger, Dan, A Report on the Results of Several Studies of the Remedial Math Program at City College, Office of Research and Testing, City College, October, 1973

This study collected data on students enrolled in remedial mathematics courses. It found that students who were re-tested after one semester of remediation showed significant improvement, as compared to a control group who were not enrolled in a remedial course. The failure rate for regular introductory math students who took remediation was similar to the failure rate of a group of low ability students who went directly into the course. The study also found that a significant linear relationship existed between students' attitudes and their performance in remedial mathematics.

Rabinowitz, Morris, The Audio-Tutorial Approach in Biology: A Pilot Study, Office of Institutional Research, Kingsborough Community College, February, 1973

This study attempted to assess the relative effectiveness of the audio-tutorial approach in the teaching of two modules of biology, in contrast to the more traditional laboratory approach. Improvement in scores on pre- and post-tests differed for the two modules: in the "eye module" the experimental group improved far more than the control group; in the "ear module" there was virtually no difference in improvement. Due to the limited nature of this study (N=56), it was not possible to identify what accounted for the difference in findings for the two modules.

Berger, Dan, Evaluation Report on an Audio-Tutorial Approach to Teaching Introductory Biology, Office of Research and Testing, City College, October, 1973

Using experimental and control groups, this study attempted to measure the effectiveness of teaching introductory biology using the audio-tutorial approach, as contrasted to the more traditional methods. Students were randomly assigned to the experimental and control groups. A general biology test and an attitudinal questionnaire were administered at the beginning and at the end of the course. No differences were found between the biology pre- and post-scores for the two groups; however, course grades were significantly higher for the experimental group. Further, the audio-tutorial approach resulted in more positive attitudes by the students towards the field of biology.

Cantwell, Zita, Diagnostic - Basic Skills Program (Department Analysis of Educational Services): A Descriptive Analysis, Office of Testing and Research, Brooklyn College, March, 1973

This descriptive report provides data on students enrolled in a Diagnostic-Basic Skills Program offered during August, 1972 for Fall 1972 entering freshmen, in terms of background characteristics (H.S. average, CAT scores, Brown-Holtzman Survey of Study Habits and Attitudes), attendance, students' self-evaluation, and teacher and counselor comments. Students were found to have a mean high school average of 75.0, be two years behind the norm for college freshmen in reading (11.8), three years behind for English (11.0 CAT), and to have an overall negative attitude toward education. Attendance was poor, averaging 50%. Students' self-perceptions were related to their scores on the CAT (Self-Evaluation Form Sheet). Teachers' and counselors' comments on students' weaknesses tended to be related to data obtained on standardized tests (SSHA and CAT). Limitation: much data were collected but they were used only for descriptive purposes, with no attempt made to relate variables one to the other.

Cantwell, Zita N., Summer (1973) Outreach Program, Department of Educational Resources-Evaluation Report 1, Office of Testing and Research, Brooklyn College, November, 1973

The Summer Outreach Program offered compensatory courses in reading, mathematics, and English for students who expected to enroll in Brooklyn College in the fall. This study attempted to assess academic gain as measured by pre- and post-test scores, student performance as indicated by instructors' evaluations, and program worth as indicated by faculty and student evaluations. Findings: (1) for those students for whom test scores were available (N= about 150), "post" mean scores were generally higher than "pre" mean scores, although they were not as high as the expected score for students completing high school; (2) the faculty tended to attribute students' strengths to attitudinal factors and students' weaknesses to academic factors; (3) in their evaluations of the program, the faculty tended to comment on curricula, administrative services, and teacher assistance; students commented favorably on composition classes.

Cantwell, Zita, Selected Performance Data (Fall 1973) for Summer 1973 Intensive Skills Programs Students, Office of Testing and Research, Brooklyn College, April, 1974

This descriptive report follows up on students who attended the Brooklyn College Summer (1973) Intensive Skills Program (SISP), and registered at Brooklyn in Fall 1973 (N=131). Variables considered are whether or not students took remedial courses (workshops), credits attempted, and academic indices. Findings: about half the SISP students took one workshop (N=68), 11 took two; students in workshops (N=79) registered for an average of nine credits, those not in workshops (N=52) for twelve; the mean index for all SISP students was 2.02; indices for workshop and non-workshop students appear similar. Limitations: the information provided would have been much more meaningful if similar data were available for comparable groups of entering freshmen; the data were limited to those in attendance only one semester.

Cantwell, Zita, Enrollment of Freshmen in Department of Educational Services Workshops Fall 1973 and Spring 1974, Office of Testing and Research, Brooklyn College, May, 1974

The report provides statistics on Open Enrollment and SEEK students (N=2563) who participated in Department of Educational Services workshops during the Fall, 1973 and Spring, 1974 semesters. During the Fall, 1973 semester, 24% of the total group enrolled in workshops (SEEK, 45%; Outreach and OAP, 19%), most enrolling in one. After one semester, the retention rate for the entire group was 85%. Approximately 48% of the SEEK and Outreach groups, who remained first semester freshmen in credit accumulation, had enrolled in workshops. Limitations: few meaningful comparisons between groups were included and the tables are frequently unclear. These data, if properly analyzed and presented more clearly, might begin to tell us something about the effectiveness of remedial workshops for Open Admissions and SEEK students.

Kay, Patricia, Open Admissions Reading and Mathematics Tests, May 1970 General Results Score Distributions and Comparisons with National Norms, Division of Teacher Education, CUNY, June, 1970

This research report presents the preliminary analyses of the May 1, 1970 Open Admissions Test results. The

tests selected were standardized tests in high school reading and junior high school arithmetic computation. Principle findings: (1) There was considerable variation in test results from college to college. More students at the senior colleges scored in the high ranges of both tests than did those at the community colleges. (2) Approximately 4,500 incoming freshmen would need help in reading, while over 6,500 indicated a need for help in math and English composition. (3) Comparisons of CUNY results with national norms indicated that CUNY freshmen read less well on the average than the national sample. (4) Approximately 43% of CUNY students obtained scores below beginning 10th grade level on the math tests. Guidelines were suggested for the use of test results by the individual colleges.

Kay, Patricia, et al, "Selecting Tests to Predict the Need for Remediation in a University Open Admissions Population" Measurement and Evaluation in Guidance, vol. 4, no. 3, pp. 154-159, October, 1971

This article describes a pilot study, undertaken in the Winter of 1970, intended to select the tests that would discriminate most appropriately between those high school seniors who needed some form of remedial help for college level work and those who did not. It also sought to determine relationships between test scores, high school average, and the student's expressed need for help in basic skills areas. The subjects were high school seniors, from five New York City high schools, who were randomly assigned to a testing block consisting of various math and reading tests (N=461). Low correlations were obtained between the students perceived need for help in reading and two reading tests, while higher correlations between perceived need for help in math and several mach tests were obtained. The highest and most consistent relationship was those between high school average and math test scores.

Cantwell, Zita, Responses of Graduating Seniors - Open Admissions and Educational Opportunities Program Students - to a Survey Questionnaire on Brooklyn College Open Admissions Services, Office of Testing and Research, Brooklyn College, May, 1974

This research report presents data on the first graduating classes of Open Admissions (N=125) and Educational Opportunities (N=44) students at Brooklyn College in June, 1974.

The first part deals with responses to a survey questionnaire on the usefulness of supportive services (response rate was 25%). The second part describes academic characteristics, high school and college grade point averages. Major survey questionnaire findings: (1) most support services (tutoring, remediation, special programs) were most frequently rated as "not used"; (2) counseling was an exception, with about equal numbers indicating the "used and helpful" and "not used" categories; (3) students generally saw their educational experience in a positive light; (4) most respondents expected to teach after graduation; (5) about half expected to attend graduate school. Major academic performance finding: the relationship between high school grade point average and Brooklyn College index for both groups was negligible. The small response rate limits the value of this report. Further, there was no comparison of OAP and non-OAP students' attitudinal and performance data. However, the non-use of support services, even by this relatively small sample, warrants further research into this topic.

Cantwell, Zita, Academic Resources Component, Department of Educational Services-Tutoring Program: Report 1: First-Semester Freshmen, Report 2: Second-Semester Freshmen and First-Semester Sophomores, Office of Testing and Research, Brooklyn College, April-May, 1974

Both of these research reports compare SEEK and non-SEEK students enrolled in the tutoring program of the Academic Resources Component of Brooklyn College, on the bases of hours in attendance, advancement to the next grade level (second-semester freshman), and the relationship between final course grades and number of hours tutored. For all three groups studied (first and second-semester freshman, first-semester sophomores): (1) tutoring was the most frequently used academic resources service (which included workshops and non-credit courses also), although the modal number of tutoring hours of actual tutoring completed was only one (the modal number of tutoring hours scheduled was five), and (2) no correlation was found between final course grade, evaluation of tutoring performance, and attendance at tutoring sessions. For the first semester freshmen only, (1) no relationship existed between final course grade and number of hours tutored, (2) there was little difference between those SEEK students in the Academic Resources program and the entire SEEK population in advancing to the next grade level (32% and 38% respectively), and (3) there was a substantial difference in the number of students advancing to the next grade level among Open Admissions students who participated in the program and those that did not (OAP in program, 38%; OAP not in program, 62%).

C. PROGRAM DESCRIPTIONS, WITHOUT DATA ON THEIR IMPACT UPON STUDENTS

Most program descriptions are contained in mimeographed or photo-duplicated minutes, memoranda, reports, proposals, and the like. Some have become part of the published literature, including descriptions of CUNY's special admissions, library use, and co-operative education.

Wilkinson, R.D., "Discovery in the Bronx; the College Discovery Program in New York Shows What Our Colleges Can Do for the Disadvantaged," Junior College Journal, vol. 36, Feb., 1966, pp.16-18

This is a description of the College Discovery Program at Bronx Community College which was begun in the summer of 1964. Students were accepted on basis of family income and evidence of qualities of leadership, creative ability, and potential to do college work; they attended a six week summer session which consisted mainly of remedial course work, counseling and testing. During the fall and spring term, the emphasis on counseling was continued, in addition to special classes, tutoring and financial aid. The success of the program is indicated in the fact that a significant number of students attended the 1965 summer program; while the program was a learning experience for all involved, the need exists for further evaluation.

Berger, Leslie "University Programs for Urban Black and Puerto Rican Youth, SEEK Program," Educational Record, vol.49, no.4, Fall, 1968, pp. 382-388

This is a description of the SEEK program, established in 1966 at CUNY. The policy of SEEK is to accept applicants from designated poverty areas, who have a HS average of 70% or more in academic subjects (regardless of the type of diploma) or who have a score of 50% or better on the examination for an equivalency diploma. Students are placed in special remedial classes on the basis of placement tests and receive a combination of college-level and remedial work, with course credit upon completion. Students are generally placed on a restricted credit load through the first semester. Tutoring, counseling, and financial aid are available. While it is too early to draw conclusions, the author reports that the academic performance and retention rates of the beginning SEEK classes show promising results. The fact that most of these students were guided into non-academic courses in high school, yet are still succeeding in college, would seem to indicate that some of the underlying assumptions of current educational philosophy and practices are in need of a thorough reassessment.

"Operation SEEK, Search for Education, Elevation and Knowledge." School and Society, vol. 94, Nov. 12, 1966

This is a brief description of the SEEK program in the senior colleges of CUNY.

Newman, Harold, "How to Prevent an Open Door from Becoming a Revolving One: In-Service Training in Reading and Study Skills for City University Faculty," Journal of the Reading Specialist, vol.10,no.4, May, 1971, pp.234-245

A description of the Summer Reading and Writing Skills Institute for College Faculty held at Queensborough Community College for CUNY faculty interested in improving the reading, writing and study skills of academically deficient students.

Phillips, George O., Sr., "Reading Instruction in CUNY Open Admissions Program," Reading World, vol.11, no.3, March, 1972, pp. 196-199

The author briefly describes the general guidelines formulated by the University to meet the needs of open admissions students. Specifically, he focuses on the areas of reading and study skills instruction developed at a workshop in the summer of 1970. He claims that the major concern of faculty should be diagnosis and evaluation, with emphases on listening, vocabulary, comprehension, flexibility and study skills. While it is too early to make definitive judgments about the open admissions program, he says that it is inevitable that decisions with regard to more comprehensive programs in developmental reading and other supportive activities must be made.

Soll, Lila, "Learning by Doing; Reading Skills Program at Baruch College for Open Enrollment Students;" Journal of Reading, vol. 15, no.7, April, 1972, pp.496-499

The author, a member of the faculty at Baruch College, describes the reading skills program designed for students who receive a low score on the standardized reading test or who are referred by a counselor or teacher. Students who are enrolled in a basic required course (such as Introductory Psychology, Sociology, Management) simultaneously register for the appropriate study skills course laboratory. Study skills are taught by utilizing subject matter assignments; strategies for reading texts, case studies, taking lecture notes, writing papers are dealt with. Study Lab teachers sit in on subject matter classes and maintain liaison with academic departments. The author claims that this is a more realistic way to coordinate the teaching of regular college level courses with study skills teaching, in contrast to the traditional remedial and development program approach.

"City College Adjusts to Open Enrollment, Chem. IV is Chemistry Department's Answer to Remedial Challenge", Chemical and Engineering News, Dec. 7, 1970, pp. 50-52

This article describes the General Chemistry course at City College designed to help underqualified students. The course is taught at the speed and with the supplementary mathematics background needed by students not yet ready to move into the College's regular sequence of chemistry courses. In addition, tutors are provided. While it is still too early to evaluate the effectiveness of the course, several questions remain crucial in determining success of this program: (1) what will be the effect of open admissions on the number of chemistry majors? (2) Will the College's reputation decline? and (3) Can a doctoral program be maintained? (OAP is not expected to affect upper division course offerings; confidence in the undergraduate program will not lessen so long as high quality is maintained at the upper levels. Meanwhile, the Ph.D program can operate at a level of excellence if problems of OAP are recognized and dealt with, the article claims.)

"Describing Basic Writing Problems: A Step to Prescribing Solutions" Carnegie Quarterly, vol. XXII, no. 2, Spring, 1974

In this journal article, the efforts of Professor Mina Shaughnessy of City College to learn more about the nature of the difficulties faced by students with poor writing ability are described. She has attempted to analyze students' writing problems, formulating general rules which are employed in teaching students to write. Though the article gives a positive assessment of Professor Shaughnessy's attempts, it outlines no bases upon which to draw conclusions.

Atkins, Thomas, "Libraries and Open Admissions", LA CUNY Journal, Winter, 1972, pp. 3-7

The role of the librarian in helping new students is discussed in this article. The author suggests a massive effort by the CUNY college libraries to offer formal instruction in the use of library resources and research techniques, oriented to the subjects taught. Furthermore, according to the author, CUNY librarians are capable, qualified and prepared to undertake such an extension of their present responsibilities, needing only encouragement from the University administration and cooperation from the faculty.

Lane, David, "The City University of New York and Open Enrollment;" The Bookmark, Jan/Feb, 1972, pp. 73-75

This is an article in which the author describes the efforts made over the past two years to relate new students to the Hunter College library. In order to educate students in the use of the library, a Library Skills Center was developed, which not only prepared information material, but also provided orientation tours of the facilities. Efforts to expand the collections in new directions, as well as adding more copies of certain basic books, were undertaken. Challenging tasks included extending the range of the library's impact on the educational process and making faculty aware that the library was willing and able to work with them in improving the educational opportunities available to students.

Binzin, Peter H., "Education in the World of Work." Change, vol. 5, no.1, Feb., 1973, pp.35-41

This article describes the cooperative education program at LaGuardia Community College. Students are employed full-time for three of the eight quarters they attend, and receive pay and credit for this employment. The college operates on a twelve month basis. The critical test of co-op education comes when the students attempt to integrate what they learn on their jobs with what they are learning in the classrooms.

D. NEWSWORTHY DEVELOPMENTS, WITHOUT CRITICAL COMMENT

Some of the published material related to OAP describes developments and conditions, without making criticisms or recommendations. They are listed below (in alphabetical order).

Buder, Leonard, "3 Elements Pivotal in City Education," New York Times, Jan. 11, 1971

A newspaper article describing the main elements in the NYC education scene, it briefly discusses the onset of OAP and some problems related to it (e.g., overcrowding, remediation), and mentions that it is too early to predict long-range outcomes.

"College for All", Newsweek, Sept. 28, 1970, p.85.

This short news items outlines the beginning of the Open Admissions Policy.

"CUNY Open Admissions," Inside Education, vol. 57, no. 4, Dec., 1970, pp. 2-3

This article describes the plans for implementing the OAP in CUNY, and notes that three months after the implementation of OAP the colleges are seriously overcrowded, with leased and makeshift quarters utilized.

"CUNY Open Admissions: Enrollment Plan is Working, But Space for Classroom is Seriously Short," Inside Education, Dec., 1970, p.2

This brief news items reports that, three months after the start of classes, the CUNY Open Admissions Policy had achieved its basic objective to provide spaces for all June 1970 HS graduates who wish to attend, but is seriously hampered by crowding shortages of space.

"Dick, Jane and CUNY," National Review, Oct. 6, 1970, pp.1039-1040

This is a short news item reporting on the implementation of the Open Admissions Policy.

"Double Trouble at CCNY: Dual Admissions Plan," Newsweek, June 9, 1969, pp. 91-92.

This is a short news item reporting the events at CUNY which led to the decision to implement open admissions in September, 1970.

"Open Admissions, A Mixed Report; Experience of City University of New York," Time, November 29, 1971, p.50

This short news item reviews the Open Admission Policy after one year of operation at CUNY.

"Open Admissions: Unfair Competition," Change, vol.2, Sept-Oct. 1970, p.17

This short news item reports on the effect of the Open Admissions Policy at CUNY on enrollment in private colleges and universities in the New York Metropolitan Area. The Fall 1970 enrollment figures show decreases in admissions at many institutions.

"Record Academic Year at CUNY," Intellect, vol. 101, No. 2346 Jan., 1973

This is a short news item discussing the 1972-73 academic year at CUNY. Of the 230,000 full-and part-time students, approximately 40,000 are freshmen. As with traditional colleges, not every applicant actually enrolled in Fall, 1972. The CUNY "show rate" of 66% is about the same as it is at most colleges and universities across the nation.

"Rockefeller Proposes An Open Door for State U," New York Times, Dec. 7, 1969

This is a newspaper article describing open admissions as it has functioned in the middle West and in California, anticipating the problems (e.g., remediation, fiscal) to be faced by CUNY in light of OAP, and discussing the possibility of a statewide OAP in New York.

Straus, R. S., "Open Admissions 1970: The Audacious Experiment," Teachers College Record, Vol. 72, May,1971, pp. 513-518

The author briefly reviews the events leading to the Open Admissions Policy, as well as the recruitment effort and general plans for meeting the needs of incoming students.

Weiss, Gary, "Sixty Percent of First Open Admissions Class No Longer Registered at College", The Campus, May 10, 1974

In this article from a City College student newspaper, statistics are cited which show that six out of ten OAP students who entered in September, 1970 were no longer enrolled in September, 1974. College officials, quoted in the article, point out that no attempt was made to determine whether or not those students who failed to reenroll at City College had actually transferred to other colleges.

Farber, M.A., "Open Admissions' Begins at City University Today," New York Times, Sept. 14, 1970

A newspaper article describing the freshman class at the onset of open admissions, it includes such information as enrollment figures (35,000 including 9,000 due to OAP), the increase in minority enrollment (from 14% to 33%), the need for remediation (half the class), as well as the need to hire more faculty (about 1000) and the severe shortage of space.

Farber, M.A., "Campus Leaders Support Bowker on City U.'s Possible Closing," New York Times, April 23, 1971

This newspaper article describes the budget crises of 1971.

Farber, M.A. "Open-Entry Dropouts Double Others at City University", New York Times, November 18, 1971

A newspaper article, it cites statistics which reveal that, one year after the implementation of OAP, the number of freshmen that dropped out was twice as high for OAP students than for those with higher high school averages.

"Gambling on Open Admissions," Time, Sept. 28, 1970, pp.36-38

A short news item, it outlines the beginning of the Open Admissions Policy.

Kibbee, Robert, "Open Admissions for Senior Citizens." Intellect, vol. 101, No. 2348, March, 1973

A short news item, it reports that senior citizens (over 65) in N.Y.C. will be permitted to enroll tuition-free in undergraduate credit-bearing courses at any college of CUNY, on a space available basis, starting in Spring, 1973.

Kibbee, Robert, "Sharing of Freshman by Public and Private College," Intellect, vol. 101, No. 2346, January, 1973

In testimony before the New York State Board of Regents, Chancellor Kibee called for enactment of a proposal whereby a portion of CUNY freshmen enrollment would be enrolled in private colleges and universities in NYC.

"Open Admissions: American Dream or Disaster?" Time, Oct. 19, 1970, pp.63-66

This short news item reviews the events leading to the decision to implement the Open Admission Policy. In addition, arguments for and against OAP are presented.

E. PERSONAL EXPERIENCES, POSITIVE AND NEGATIVE AND IMPARTIAL

Teaching is an interpersonal activity. And teachers, as persons, react to students, conditions, and policies differently. Listed below (in alphabetical order) are the personal reactions of teachers to the implementation of the OAP.

Heller, L.G., The Death of the American University: With Special Reference to the Collapse of City College of New York, New Rochelle, N.Y.: Arlington House, 1973, 215 pages.

The author, Professor of Classical Languages and Hebrew at City College, tells of the events on-campus in 1969 as he saw (and interpreted) them. The evidence is largely anecdotal, the style is personal. The changes that have taken place since then are viewed negatively.

Kriegel, Leonard, "Surviving the Apocalypse Teaching at City College", Change, vol. 4 no. 6, Summer, 1972, pp.54-62

This article describes the author's personal reflections on the first year of OAP at City College. Teaching during that period brought about a reexamination and reassessment of his attitudes, values and approaches to teaching. Often, older and younger faculty members clashed over the merits of OAP. It was interesting to observe the students; blacks projected an attractive cohesiveness and group solidarity, while whites seemed confused and resentful. After one year, the author recalls feeling a fresh excitement about teaching. While there still is some skepticism, the hope remains that OAP is a step in the right direction.

Lederman, J. J. "Open Admissions and Teaching English: Birds Caged and Uncaged," Educational Forum, Vol 37, No. 3, March, 1973.

The author, a member of the Baruch College faculty, briefly describes the initial response of the English Department to the Open Admissions Policy and makes some recommendations based upon her experiences with underprepared students. The English Department administered written essay tests that were the bases upon which students were placed into one of three kinds of English classes: regular, intermediate and remedial. Based on her teaching experience, the author suggests that class material center more on fantasy

(that is, myths, fairy tales and folklore) and on the utilization of television, records and films for motivating writing. She also recommends that a more coordinated approach to teaching students who have handicaps in English language skills be undertaken; such an approach--combining English, speech and reading skills--is already in the planning stage.

Miller, J. M., "Open Door Versus the Revolving Door", Journal of Higher Education, vol. 43, no. 8, Nov., 1972, pp. 636-645.

This paper describes the author's personal observations of OAP at Kingsborough Community College. The sharpest difference in the student body before and after OAP was not in ethnic composition but in the larger numbers, with more of every type of problem that can afflict students at this age level--social, psychological, economic, and academic. While the first semester began with major problems (e.g. inadequate space, confusion over classes and class hours), both faculty and students adapted to these difficulties. The author concludes that it is still too early to evaluate the effectiveness of OAP, but there are noticeable benefits: the inclusion of new faculty members (usually young and well motivated), new course offerings, career programs, independent study courses, and the modification of course requirements.

Moss, R. F., "Did I Improve Any Better? The Plight of the Disadvantaged Under SEEK and Open Admissions," Journal of General Education, vol. 25, no. 1, April, 1973, pp. 1-16.

This paper describes the author's personal experiences in teaching English to both SEEK and OAP classes. He claims that existing approaches are inadequate, and that the wrong people, with the wrong techniques and often the wrong objectives, are teaching these students. What is needed are radical methods if any real success is to be achieved. Instead of the well-meaning, but unqualified, graduate student who often teaches the remedial classes, we need professionals with a background in special education. Instead of the traditional freshmen English curriculum new techniques and skills are needed, e.g., a full semester of elementary speech and composition in which students would receive language laboratory, tutorial assistance, and classroom activities for up to four hours a day. The question is not whether the academically deficient should have a college education, but what sort of education they should have.

Quinn, Edward, "The Case for Open Admissions--We're Holding Our Own," Change, Vol. 5, no. 6, Summer, 1973, pp. 30-35.

The author, a member of the English faculty at City College, identifies some problems and experiences that he has encountered in classes since OAP. Many of the students come with considerable anxiety and insecurity, in many cases even with guilt. Often there is a strong impulse to drop out of school and find a job. However, the fact of simply being in college and the influence of good teachers will contribute to a growth in their self-awareness and a change in their perceptions of themselves, he claims. For faculty, the encounter with these students often means reexamining themselves and becoming more flexible in their approach to teaching. OAP is too complicated and too important for simplistic judgments; it will be at least ten years before it can be accurately measured.

Petrie, M. Ann, "Up the Down Campus: Notes from a Teacher on Open Admissions", New York, May 17, 1971, pp. 36-40.

This article describes the author's personal observations on the first year of open admissions at City College. She claims that OAP amounted to a gallant improvisation, put together against heavy odds. It started with a few courses created here, more courses added there, inadequate counseling services and cramped quarters. The author claims that it is too early to forecast attrition rates; besides, the policy is that open admissions students cannot be dropped due to failure during the initial three semesters, regardless of grades, according to her. The debate among faculty members continues, with some still resisting OAP. No one know how much money the college will have to work with. The author asks: what does a school do when it cannot have the money it must have?

Resnik, Sol and Barbara Kaplan, "College Preparatory Programs for Ghetto Students: Queens College, A Case Study," Journal of General Education, vol. 23, no. 1, April, 1971, pp. 1-20.

The authors describe their experiences as Queens College SEEK staff members and present what they see as a valid educational plan for meeting the needs of these students. In setting up a curriculum, the authors claim, one must recognize that these students have three problems which have a direct bearing on educational performance: (1) lack of confidence, (2) denial of reality, and (3) disorientation. Put in other terms, these students feel that they have no control over their destiny and do not have the knowledge of how to manipulate the academic environment. At Queens

College, the SEEK curriculum centered around two core courses, one in English and one in social science. The emphasis in both was not so much on learning a specific body of factual material as on gaining the necessary skills to deal with college-level material. In addition, special SEEK classes were set up in certain required course areas. While the authors believe that this approach is academically sound and potentially successful, two issues present continued difficulty; the question of black- and Puerto Rican-oriented material and of credit vs. non-credit remedial work. In concluding, the authors state that the question of selection procedures must be reexamined. Despite their initial distrust of tests, a high correlation was found between the independent judgement of several teachers and test scores, particularly in reading comprehension. They suggest that cutoff points for placement should be reexamined and that further research in this area is necessary.

Volpe, Edmond, "The Confessions of a Fallen Man: Ascent to the D.A.", College English, vol. 33, no. 7, April, 1972, pp. 765-779.

This article relates the author's personal experiences with the SEEK program at City College as Chairman of the English Department. When SEEK began, very few faculty were aware of it; during the five years preceding the implementation of OAP, the SEEK course structure changed continually. Faculty adhered to a policy of flexibility in the content and teaching approaches, in order to best serve the students. One of the hardest problems to resolve related to the staffing of the special programs. Who should teach the remedial writing courses was continually debated; ultimately, the decision to employ special teachers to teach composition was made. The author suggests that the gap between graduate education and the reality of teaching at the undergraduate level must be closed. The college teacher of the future must be equipped with a new set of professional values and with increased professional skills, be more student-oriented and far more flexible.

F. JUDGMENTS AND CRITICISMS, JOURNALISTIC AND SCHOLARLY

Evaluations of OAP have been written which are positively or negatively one-sided; others provide a balanced presentation. Many offer impressions, anecdotes and/or quotations (from students, faculty, and/or administrators) as evidence to support one viewpoint or another. There is a variety of judgments and criticisms of OAP in the published literature, journalistic and scholarly, as may be seen in the items below (arranged alphabetically).

Adelson, Howard L., "City University: A Jewish Tragedy", The American Zionist, vol. LXII, no. 1, Sept., 1971.

The author alleges that anti-Semitism on the campuses of the various CUNY colleges is encouraged by the attitudes of the college administrations and the Board of Higher Education. To support his argument, he describes the occurrence of several incidents at CUNY, most at Brooklyn and City Colleges. The author contends that Jews are subject to discriminatory hiring policy, resulting in their having less than equal opportunity to be granted faculty appointments. He strongly objects to a university-wide practice of collecting data with regard to faculty ethnic makeup, and attempts to show that this practice has been used to discriminate against Jewish non-tenured faculty members in appointment. The author describes incidents in which anti-Semitic speeches and actions, aimed at both Jewish students and faculty members, have been permitted to go unchallenged by college authorities.

Agnew, Spiro T., "Spiro T. Agnew on College Admissions", (reprinting of an address) College Board Review, no. 75, Spring, 1970

Vice President Agnew strongly criticizes the implementation of open admissions and quota systems designed to increase the number of minority students attending colleges across the country. He maintains that lowering of admissions standards will destroy the colleges as centers of intellectual activity and quotes a number of educators to support his argument. The Vice President states his opinion that the needs of the less academically prepared students would be better served by the implementation of a broader program of preparatory schools and community colleges, while the four year colleges and universities should continue to insist on academic excellence. He predicts the academic decline of CUNY as a result of the implementation of the Open Admissions Policy.

Bard, Bernard, "Professors Warn on Open Enrollment", New York Post, December 29, 1970.

In this article the author describes a study by two Columbia University sociologists, Walter Adams and Abraham Jaffe, in which they predict a high dropout rate for students admitted to colleges under open enrollment programs. He quotes the sociologists as stating that open enrollment should be accompanied by constant evaluation.

Bard, Bernard, "Open Admissions: Dream or Disaster?", Hadassah News, April, 1974

This article describes the nature of the Open Admissions Policy, discusses some of the issues related to it (e.g., ethnic distribution, student attrition, remediation, student preparation), and reviews attacks made upon OAP (e.g., Agnew, Mayer, Adelson, Heller) and defenses of it. It is a review of some of the major pieces of the literature pertaining to OAP at CUNY.

Barzun, Jacques, et. al, "Open Admissions: The Pros and Cons", Council for Basic Education, Washington, D. C., 1972

The Council for Basic Education sponsored a symposium on Open Admissions in 1971 in order to provide information about OAP at CUNY and the older form prevailing at some state universities, and to permit an exchange of conflicting views about this controversial issue. One view puts its faith in education (and in open admissions) as a means of raising the intellectual and socio-economic status of all who can take advantage of the opportunities. The opponents say that we should continue to be selective without regard to socio-economic status but with close attention to intellectual capacity and motivation.

Bazell, Robert, "City College of New York: Bearing the Brunt of Open Admissions," Science, vol. 175, January, 1972

City College is described as having suffered a serious decline in the number of high achieving students seeking admissions. The authors attributes this to a number of factors, including the College's physical location and its changing reputation resulting from the implementation of the OAP. He quotes several faculty members, most of them committed to the success of the Open Admissions Policy, who feel, nevertheless, that it is beset by such problems as lack of sufficient funding and proper remediation services.

Birenbaum, William M., "The More We Change The Worse We Get," Social Policy, vol. 2, no. 1, May-June, 1971, pp. 10-13

The author (President of Staten Island Community College) views the adoption of the OAP by CUNY as "one of the most significant decisions ever made in urban higher education." (However, he views the two-year community college as "not at all viable in the city"--two years is just not enough.) He also claims that, as there is no way to reveal the real potential of the high school dropout, the urban poor and oppressed, the only way to test their potential is to let them try. Hence, OAP.

Birnbaum, Robert, "Open Door College or Curriculum", Junior College Journal, vol. 42, no. 3, Nov., 1971, pp. 25-27

This is a journal article in which the author reviews the decision to move towards non-selective placement of students in community college curricula. The critical educational questions related to a policy of selective placement were: "Are career programs really easier than transfer programs?" and the correlate, "Does selective placement have any effect on a student's educational performance and probability of successful completion of the program?" At CUNY, there were no data to indicate that either proposition was correct.

There were other factors which also made selective curriculum placement undesirable: (1) students placed in a career program would be denied an opportunity to continue their education upon completion; and (2) students from lower socioeconomic backgrounds were more likely to be placed in the two-year career programs. The decision as to which program and college will best serve students' needs should be determined primarily by the students themselves; in order for their choice to be meaningful, the University has established large-scale counseling, tutorial, remedial and developmental programs.

Bossone, Richard M, "Open Admissions: One Year Later", The English Record, vol. XXII, no. 1, Fall, 1971

The author discusses the need for more effective remedial programs for students with academic deficiencies. He offers examples of program improvements including more sophisticated diagnostic instruments, documentation of the results of current remedial programs being employed, and specific training for teachers of remedial reading courses.

Brown, Aaron, "Point of View: Open Admissions at CUNY", International Journal of Group Tensions, pp. 284-287

This paper summarizes the proceedings of a City-wide conference on OAP held in May, 1971. The conference participants seemed to agree that the Open Admissions Policy had increased group tensions at CUNY. If OAP is to be successful, there must be (1) a major increase in CUNY funding; (2) a massive effort by CUNY administrators, faculty and students to develop effective educational programs, and (3) adequate physical facilities. In addition, the author states that a proper attitude and sense of commitment are necessary by all concerned.

Buder, Leonard, "Fifty Percent Drop Out Under Open Admissions, but City University Sees Progress," New York Times, July 15, 1973

While citing a high drop-out rate for students admitted to CUNY under the OAP, the author quotes University officials who, nevertheless, describe the program as a success. Chancellor Kibbee is quoted as saying that the program should not be judged by attrition figures alone. Other developments cited in the article include the increase in percentage of black and Puerto Rican students, the increase in enrollment of white Roman Catholic students, and the decrease in percentage of Jewish students.

Carter, Sylvia, "Open Admissions Two Years Later: A Qualified Success," Newsday, September 5, 1972

This newspaper article cites official CUNY data (e.g., retention), quotes CUNY administrators, and interviews CUNY students in order to describe some of what has happened in the two years since the implementation of OAP. The article also presents three charges that have been leveled against OAP--it may dilute the value of degrees, drive away bright students, and become a "revolving door" for the unprepared--and offers official statistics and statements from administrators in rebuttal.

Chisholm, Shirley, "Needed: Equal Educational Opportunity for All," School and Society, April, 1972, pp. 223-224

In a short commentary, the author examines the role of higher education in American society and suggests there must be universal acceptance of the premise that higher education is the right of every American who has demonstrated the potential for doing academic work at the college level. She cites the Open Admissions Policy at CUNY as being a step in applying this value. What is needed is a willingness on the part of college administrators to propose policies on admission that

will take into consideration the obligation of higher education to address itself to the needs of minorities, women, and the poor. In providing this, neither the quality of education offered nor respect for the college diploma will be impaired.

Clark, Kenneth, "The Governance of Universities in the Cities of Man," American Scholar, vol. 39, no. 4, Autumn, 1970, pp. 566-576

The author provides a personal commentary on the role of institutions of higher learning in shaping the education of children and making the cities a better place to live, and cites the OAP at CUNY as providing a constructive contribution to the eventual reorganization and democratization of the nation's colleges and universities. The fundamental structure, authority and prestige pattern of higher education has been challenged; the Open Admissions Policy is one response to the demand by students for a radical reformation of admissions policies. For it to be successful, the educational retardation resulting from the initial twelve years of inferior education must be compensated for within the first two years of college; and it must prepare students for a single standard of academic performance on the collegiate or vocational level.

While programs for the disadvantaged must be continued and expanded on the nation's campuses, greater efforts must be made to improve the quality of elementary/secondary education in segregated schools both in the North and South, as well as developing special programs to help white students from both advantaged and disadvantaged backgrounds. These programs should aim to broaden their perspective away from the constricted racist view of their parents and peers. The author suggests that colleges must help the cities become symbols of respect for man by transferring monies, brains and prestige, previously associated with space and military research, to research on how the city can become a better place to live, and man can live in an atmosphere of peace and justice.

"The Administration and Evaluation of Open Admissions at the CUNY," Clarion, April 7, 1974

This article in the newspaper of the Professional Staff Congress charges that the University mismanaged OAP, citing the report "Student Retention Under Open Admissions" (Lavin & Silberstein) as being distorted and misleading. The PSC alleged that this report is distorted in several respects:

1) The report falsely purports to deal with open admission students.

2) The report erroneously counts as retained students who registered for courses in the fourth semester but who never showed up for, or never completed these courses, thus raising the retention rate by approximately 10%.

3) Two thousand students are missing from the report and unaccounted for. The retention rate after four semesters is closer to 53% rather than the 70% claimed in the report.

4) The report omits all mention of collegiate achievement.

5) The report perpetuates myths about the O.A.P.

In rebuttal, Dr. David Lavin issued a statement which included the following points.

1) This report is a study of all students and thus is explicitly comparative.

2) The report defines retention as students who registered, took courses, and received grades in the fourth semester. There were 591 students listed as registered but for whom no data was available; even if one assumed that all were dropouts, it would lower the retention rate by less than 2%.

3) It was explicitly stated that 2,000 missing students were not in our computer files, evidently due to inadequacies in data collection, and the allegation that these students have disappeared is false.

4) The statement that the retention rate is closer to 53% than the 70% claimed in the report rests on the assumed validity of the above-cited points.

5) This report was not concerned with academic achievement which will be the subject of a future report.

6) This report was intended as an objective, non-interpretative description of retention.

In addition, the P.S.C. charged that the University has not fulfilled its responsibility to OAP in such areas as remediation, class size, academic support, and evaluation.

Danzig, Martin E., "The Open Admissions Policy Debate," Congress bi-Weekly, vol. 39, no. 13, Nov. 24, 1972, pp. 11-14

The author notes the following achievements of the OAP: an enlarged freshman class (20,000 in 1969 to 35,000 in 1970), doubling of black and Puerto Rican enrollment,

distribution of minorities throughout the colleges of the University with many scholastically marginal students from a variety of ethnic groups enabled to enroll. He also notes that the majority of the students are white, the attrition rates are high, CUNY's budget problems have been compounded, and some private institutions claim to have been adversely affected. Questions have arisen concerning the quality of the educational program; if it is not maintained, he asks, what about employment after graduation?

Ebel, Julia, "Open Enrollment I: City Plan Threatens System in Crisis," Chelsea-Clinton News, December 25, 1969

The first of a series, this article claims that the muting of debate over OAP ("to question its meaningfulness, is to invite charges of racism") is a disaster. It left the citizenry unaware of the lack of proper funding or planning, of a system that is already burdened with crisis (CUNY bureaucracy "swollen" and "out of touch" with the teachers and students it "administers").

Ebel, Julia, "Open Enrollment II": Plight of the Teachers," Chelsea-Clinton News, January 8, 1970

In this second of a series, the author describes the "plight" of a professor at CUNY before the implementation of OAP: too low admissions standards, too high teaching loads, interdisciplinary courses too few, too many large classes, poor physical plant, understocked library, underprepared SEEK students, insufficient office space. OAP was implemented in a deteriorated situation, creating the demoralized "faculty drop-out," the author's definition of a faculty member who merely goes through the motions of teaching.

Ebel, Julia, "Open Enrollment III: Doing What for Whom?", Chelsea-Clinton News, January 15, 1970

In this third article in a series, the author critizes the defense of the OAP by CUNY Vice Chancellor Healy (see Timothy Healy, "Challenge of Open Admissions: Will Everyman Destroy the University," Saturday Review, vol. 57, Dec. 20, 1969, pp. 54-58). Referring to Healy's observation that OAP planning is based upon the success of SEEK, the author notes that very little information on the results of SEEK has ever been made public.

Ebel, Julia, "Open Enrollment: Progress to Armageddon," Chelsea-Clinton News, January 20, 1970

In this fourth in a series, the author criticizes the "Progress Report" of the CUNY Task Force on Open Admissions,

particularly the planning for counseling, and charges that "CUNY is progressing headlong toward disaster." She claims that CUNY is gambling that minority students "will accept what they're handed" and that the faculty ("locked in by tenure") will keep quiet.

Ebel, Julia, "Open Enrollment: A Radical Alternative", Chelsea-Clinton News, February 12, 1970

In this fifth (and last) in a series, the author terms the OAP an authoritarian fiasco, rammed through "by a tiny cabal of education 'planners'". The system needs changing, says the author, and recommends that, instead of campuses and courses, what is needed is a pool of teachers available to anyone who wants learning, without regard to degrees, credits or grades.

Ebel, Julia, "Open Enrollment" A Reply to Nunez--Dealing With The Issues," Chelse-Clinton News, February 26, 1970

In this newspaper column, the author criticizes a letter from a member of the NYC Board of Higher Education (who was reacting to her series of five articles that were critical of the Open Admissions Policy--see above)

Evans, Rowland and Novak Robert, "The Wrecking of a University," Washington Post, Dec. 24, 1970; Hyman, Seymour, CUNY Office of University Relations, CUNY, Jan. 4, 1971, p. 11

Evans and Novak, newspaper columnists, raise what they term are two grave questions regarding the Open Admissions Policy: Is the enormous expense of higher education the best way to care for semi-literate high school graduates who might otherwise drift into crime? Is the high price of drastically lowered academic standards really necessary to achieve this goal. In addition, they refer to statements made by some faculty members which are critical of the OAP.

In response, Seymour Hyman (Deputy Chancellor of CUNY) issued a statement which rebutted these charges. He stated that the quality of instruction and academic standards have not been lowered. Students who are academically underprepared are receiving remedial help and faculty are reexamining their own teaching methods in order to best serve their students. Few students could be termed semi-literate and, if they might otherwise have drifted into crime, the cost of a college education is still much less than if they were sent to a penal institution. The virtue of OAP is that the likelihood of an academic misfit is reduced and the chances of successful readjustment are greater. Finally while some faculty might be critical of OAP, the vast majority support it.

Farber, M. A., "Open Admissions Dropouts Double Usual City U. Rate," New York Times, September 12, 1971

This article cites statistics indicating that, after the first semester of the implementation of OAP, the percentage of freshmen who dropped out of the senior colleges was twice as high for open admissions students as it was for those with higher high school averages. The need to expand remedial programs is underscored.

Fine, Benjamin, "Open Admissions Policy Works, and Without Diluting Standards", Bergen Record, June 9, 1971

The author of this article makes the claim that open admissions policies over the nation are successful. He cites CUNY's program, along with several others, as evidence of this success. He concludes by quoting educators who believe that the OAP must offer remedial education and counselling services if it is to remain successful.

Fine, Benjamin, "Open Admissions, City College of New York Writing Success," Buffalo Evening News, June 17, 1971

In this article the author claims that CUNY's Open Admissions Policy is a success, without indicating how he arrived at this conclusion. He describes the history of the OAP and states his opinion that the University's administration is committed to its continuation. However, he claims that, if it is not adequately funded, it will not continue to be successful; the result may be that riots will occur.

Gasarch, Pearl, "Open Admission--or the Revolving Door; The PSC Plank 'Remediation' as the Key", Clarion, Oct. 25, 1972, p. 9

In this short news items, the Professional Staff Congress (the CUNY faculty union) charges that the CUNY administration has resisted concrete proposals for teacher-training, for research in remediation, and for experimental programs.

Greenberg, Ben, "Spotlight on Extremism," Jewish Press, November 28, 1969

In this newspaper column, written prior to the implementation of the Open Admissions Policy, the author expresses the belief that the lower admission standards and the tendency to build new colleges in poor neighborhoods will discourage high achieving students from attending CUNY colleges, forcing their families to go into debt in order for them to attend private colleges.

Greenberg, Ben, "Spotlight on Extremism," Jewish Press, December 19, 1969

In this newspaper column, written before the implementation of OAP, the author claims that the Open Admissions Policy will set lower standards of performance for members of certain minority groups while demanding higher standards from others. He states that the OAP will create false expectations for students who are unqualified to function at a college level, resulting in conflicts between their aspirations and their abilities.

Greenberg, Ben, "Spotlight on Extremism", Jewish Press, February 27, 1970

The author of this newspaper column (written prior to the implementation of OAP) discusses the non-reappointment of a group of faculty members at Brooklyn College. He accuses the administration of catering to the desires of the poverty-level students, rather than attempting to upgrade the academic functioning of students.

Greenberg, Ben, "Spotlight on Extremism", Jewish Press, June 26, 1970

Written several months prior to the implementation of Open Admissions Policy at CUNY, this article contains charges made by three CUNY professors to the effect that the proposed OAP would not be workable if CUNY is to continue providing quality education. The author concludes by accusing the Board of Higher Education of playing politics at the expense of the students and of depriving students of high quality education.

Hamill, Pete, "The Budget", New York Post, January 18, 1972

The author of this daily newspaper column defends the concept of open admissions at CUNY and accuses the Governor of New York of attempting to undermine the OAP by his effort to impose tuition at CUNY. He contends that a tuition fee would prevent students from poor families from attending college.

Healy, Timothy, "Challenge of Open Admissions: Will Everyman Destroy the University," Saturday Review, vol. 57, December 20, 1969, pp. 54-58

The author (a Vice Chancellor of CUNY) briefly reviews the events leading up to the implementation of the Open Admissions Policy and presents various issues raised by this decision. Perhaps the major attack upon OAP relates to academic standards; if lowered, the University may lose its brightest students, and faculty may lower their standards of academic performance. However, the

use of "objective" criteria in admissions policy is barely 25 years old in most American universities; in addition, standards ought to refer to what a university does for its students rather than to their opening handicap. Standards must be clearly tied to the kinds of degrees the university awards, not to the batting average of its dean of admissions. In opening the door to students from a variety of backgrounds, CUNY is taking a clear social position; accepting a public responsibility to interrupt the poverty cycle in New York City.

Healy, Timothy, "The Case for Open Admissions; New Problems--New Hopes," Change, vol.5, no. 6, Summer, 1973, pp. 24-29

This article (written by a Vice Chancellor of CUNY) reviews the events leading to the decision to implement the Open Admissions Policy and indicates the hopes of those involved in planning for it. Some of the problems discussed then were whether or not to award credits for remedial courses, how to define success, and how to best meet the academic and social needs of these students. While the author states that it is too early to forecast what impact OAP will have on the University, he asserts that OAP will stand or fall, not on any structural changes, but on the day-to-day classroom meetings in the colleges themselves.

Hechinger, Fred M., "The Problem of Open Admission to College", New York Times, May 1, 1969

Written prior to the implementation of the Open Admissions Policy at CUNY, this newspaper article discusses the problems inherent in open admissions plans, at the same time acknowledging the need for greater educational opportunities for the disadvantaged. He discusses several programs which are attempting to deal with these problems, citing CUNY as one.

Hechinger, Fred M., "Changing Education," American Red Cross Youth Journal, April, 1971

The author describes changes in traditional educational practices as being consistent with the nation's history and goals. He cites open admissions as only one example of these changes, mentioning also experimental universities without walls, educational television, and other devices which are being employed to bring education closer to the people. He is of the opinion that means must continue to be found to offer education to all who seek it.

Hechinger, Fred M., "Open Admissions: So Far So Good, But Final Score is Not In," New York Times, September 19, 1971.

Alternative sides of the arguments regarding the Open Admissions Policy at CUNY are presented in this newspaper article. While stating that the university officials are sufficiently satisfied with OAP to continue it, the article identifies existing problems (e.g., lack of adequate classroom space) and potential problems (e.g., student retention, academic quality).

Howe, Harold, "The New Kick in Education, Vital Speeches, vol. xxxviii, no. 12, April 1, 1972.

In a lecture delivered at Yale University, the speaker discusses such institutions as The Open University in Britain, The University Without Walls, Empire State College of SUNY. With regard to CUNY's OAP, he states that it is too early to assess the enterprise which, he claims, was started to provide access to quality higher education to minority groups that had been largely excluded by academic performance-based selective admissions. The speaker recognizes problems: student attrition and failure; the need for the institution to remediate students and possibly to redefine expectations.

Jaffe, A. J. and Adams, W., "Two Models of Open Enrollment," Universal Higher Education, American Council on Education, 1972, pp. 223-251

In this background paper, the authors compare the California and CUNY systems of access to public higher education. One product of both systems is the phasing out of private higher education for all except a small number of prestigious institutions or those with highly specialized offerings; in New York, as an example, open admissions in Fall, 1970, ' d to student losses for the private higher educational sector. Another product of open enrollment is higher dropout rates; and, according to the authors, the first semester dropout rates at CUNY senior colleges were about twice as great for the open admissions students.

The authors state their belief that both models of open enrollment would stand a better chance of long-term success if they admitted that higher education is essentially vocational; that the more advanced the schooling, the more vocational it becomes--the closer the fit between what is studied and what is done on the job. In the final analysis, the major task facing open enrollment programs is to offer curricula desired

by the students openly enrolled, and which will lead to the adult roles in life to which they aspire. This is the challenge facing CUNY and the California public colleges in the years ahead.

Kaplan, B., "Open Admissions: A Critique", Liberal Education, vol.58, no. 2, May, 1972, pp. 210-221

The author provides a personal critique of the Open Admissions Policy at CUNY by reviewing what has happened during the first one and one-half years, and by making several personal recommendations as to what should be done to meet the needs of the underprepared students. She cites official statistics which reveal a high dropout rate among OAP students, indicating the failure of CUNY to deal with the educational needs of any but fairly well-prepared students from at least average and often well above average high schools. She claims that CUNY has failed to provide OAP students with an adequate skill development program; many students are given only minimal help while some colleges are providing no remedial assistance at all; the skill development work that is being taught has been of generally low quality and students are often taught reading comprehension and writing skills by traditional methods which seem to have no relation to college work. The author proposes several changes: (1) comprehensive testing must be conducted to determine which students need help; (2) the traditional methods of presenting remedial work must be reevaluated and an entirely new curriculum must be developed; (3) the role of the college teacher must be reexamined and colleges must be willing to hire a separate faculty to devote all its time to the remedial sequence; (4) a new administrative structure should be developed, including establishing a separate skill development department; and (5) students must be given financial aid, tutoring and counseling. In her opinion,open admissions, as it now exists, is at best a badly flawed program, and it is necessary for CUNY to begin making radical changes.

Leapman, Michael, "A New Experiment in New York with Higher Education: The University that Stopped Playing God," London Times, June 29, 1971

In this article, the author describes CUNY's Open Admissions Policy, quoting faculty members and administrators, some of whom are in favor of and some opposed to the policy.

Libo, Kenneth and Edward Stewart, "Open Admissions: An Open and Shut Case?", Saturday Review, Dec., 9, 1972, pp. 54-58

The authors review the events leading to the decision to implement the Open Admissions Policy and examine some of its effects. Since OAP is only going into its third year, the most revealing statistics on how many graduate and with what grades are not available. The authors claim the following: one of the most frequently voiced fears concerning open admissions--that it will lead to a debasement of curriculum and a lowering of instructional and grading standards--has not been realized; while fewer top students are applying, Jewish students are leaving, and an overall decline in GPA are identifiable, these trends were in evidence five years before open admissions began; the often heard criticism that the University is simply a "revolving door", producing no degrees and less than no education, are expressions of fear rather than of fact; while OAP at CUNY was unquestionably undertaken as a gesture of political and racial conciliation (and is often and justly criticized on that basis), in the long run, open admissions is neither politics nor race--it is education.

Matthews, Steve, "An Open Dissent on Open Admissions", New York Sunday News, February 4, 1973

The author discusses an article in which Martin Mayer attacked CUNY's Open Admissions Policy. He quotes Mayer as stating that the students, as well as the colleges, are being cheated, and that there is a decline in respect for degrees awarded by the City University.

Mayer, Martin, "Higher Education for All", Commentary, Vol. 54, no. 2, Feb., 1973, pp. 37-47

The author reviews the events leading up to the Open Admissions Policy and examines what some of the colleges are doing to meet the needs of these underprepared students. He includes statements by faculty members and administrators about the various programs being implementd on their campuses, sometimes citing statistics but usually offering anecdotal observations regarding the success or failure of programs. Generally, the picture presented is rather critical; high dropout rates, relevancy of course material, credits for remedial (below college-level) work are some of the problems cited. While he concludes that higher education should be available for those seeking greater understanding and knowledge, he believes that this is often not the case among students entering CUNY.

Nevins, Lawrence, "A Remedial Program for Effective Open Admissions," Journal of the National Association of College Admissions Counselors, vol. 15, no. 2, August, 1970, pp. 19-22

The author describes the efforts of the SUNY Urban Center in Manhattan and claims that it is a model for effective remediation for open admissions students. He suggests that it be expanded and copied.

Pfeffer, Leo, "Quotas, Compensation, and Open Enrollment," Congress bi-Weekly, vol. 39, no. 4, Feb. 25, 1972, pp. 5-9

The author presents the case for and the case against quotas and preferential treatment of ethnic groups. He recognizes that open enrollment is not subject to the same charges of illegality as quotas and preferential treatment, but he claims that, though exclusion will not result, injury may still be done to others through depressed levels of teaching, lowered standards, and cheapened degrees.

Rempson, Joe, "Minority Access to Higher Education in New York City", City Almanac, vol. 7, no. 2, August, 1972

This report reviews the various approaches, programs, and practices which have been developed in New York City to increase minority enrollment in the colleges, including college preparatory and alternative institutions Major changes at the college level include changes in admissions standards and remediation courses, while pre-college emphasis is given to summer programs, small classes, and cultural enrichment activities. With very limited data on effectiveness available, the major unanswered question is whether a college can take a population which is grossly deficient in necessary skills and provide it with an education wherein standards are maintained. The author makes recommendations to accelerate progress for minority students.

Rempson, Joe, "Case for Open Admissions", Urban Review, vol. 6, no. 4, 1973, pp. 36-37

The author counters the attack made by critics that OAP will lower academic standards, resulting in the admission of the unqualified to positions of leadership and to the professional-technical-industrial world. In essence, OAP forces us to reexamine traditional curriculum structure and to allow larger numbers of students access to the University, which is appropriate for a public

institution. The extent of a student's success at CUNY will depend significantly on such factors as quality of teaching, appropriate curricula adaptations, counseling and efficient coordination of college departments. For the massive numbers of poor, OAP will allow further development of their human potential.

Resnik, Soloman and Barbara Kaplan, "Report Card on Open Admissions: Remedial Work Recommended," New York Times Magazine, May 9, 1971, pp. 26-28

The authors provide background information on the decision to implement the Open Admissions Policy and examine what they see as four key issues:

1) The success of OAP will depend to a large extent on the ability to bring academically deficient students into the mainstream of college life by providing them with some sort of remedial programs. Perhaps the most serious weakness of these programs is that they do not provide enough skill development work. What is necessary are specialists in skill development, adequate funding, and resolving the issue of whether to give credit for remedial work.

2) Central to the belief in open admissions is that academic reward standards will not be lowered. It assumes, rather, a lowering of only the standards for admissions. A good skill development program should prevent any compromise with standards. Teachers who argue that open admissions students cannot perform in college could become agents of self-fulfilling prophecy.

3) Opponents of OAP argue that it will drive away many outstanding white middle-class students; there is no evidence to support this view. Further, the fear that large numbers of black students coexisting with whites would bring racial strife has not occurred.

4) Inadequate funding has led to weaknesses in the remedial programs.

In the final analysis, the most important measure of success will be the number of open admissions students who graduate from college. Without effective skill development courses, more open admissions students will become victums of the revolving door. Thus,it is necessary for CUNY to accept completely its new role implicit in OAP.

Rosen, David, et al, Open Admissions: The Promise and the Lie of Open Access to American Higher Education, Nebraska Curriculum Development Center, University of Nebraska, 1973

The purpose of this report is to describe how the Open Admissions Policy of CUNY has been implemented and administered at the various colleges, to understand how the educational philosophy inherent to open access has been translated into educational programs, and to understand the social, political and economic milieu in which open admissions exists. Included are a brief history of CUNY, a discussion of the events leading to the decision to implement OAP in 1970, a description of the University-wide measures for implementation (outlining the framework within which the individual colleges worked) and an analysis of four issues connected with OAP: access and allocation, remediation, budget, and attrition.

The data for this research, concerning the initial two years of OAP, was gathered in various ways: interviews were conducted with faculty, administrators and students on fifteen campuses and in the Central Offices; documents and statistics were also gathered from the same sources, including the Office of Data Collection and Evaluation.

Rosner, Benjamin, "Open Admissions: A Challenge to Serve," Teacher Education, vol. 21, no. 1, Oct.-Nov., 1969, pp. 3-4

The author (University Dean of Teacher Education at CUNY) considers some of the implications of the OAP for CUNY's relationships with the high schools, based upon the assumption of a shared responsibility for educating the City's youth to their fullest potential. The author suggests that both agencies need to address themselves to the coordination of administrative policy and procedure, curriculum development, student personnel services, evaluation services, staff recruitment and training, and physical plant and facilities.

Ross, Irwin, "Open Admissions, Pro and Con," PTA Magazine, vol. 66, no. 10, June 1972, pp. 2-5

Several arguments for and against the Open Admissions Policy are presented in this article. For OAP:(1) the traditional system of college admission is unfair; it is better late than never to offer access to large numbers of minority group students and children of the "working poor"; (2) OAP does not mean a lowering of academic standards; admission standards, and degree requirements will continue to be rigorous, although some modifications in college policies will be made. Against OAP: (1) it is too little, too late; remedial programs will be effective with only some of the academically underprepared students; (2) the consequence will be a higher dropout

rate and a lowering of grading standards, resulting from social and political pressures to keep minority group students in college ; OAP will provide only the illusion of overcoming educational disadvantage. What should be done, claims the author, is to undertake remedial work in the inner city high school, eventually preparing these students for two year colleges. Successful graduates can then move on to the four year colleges.

Schwartz, George, "Students Find Open Admissions Underdesirable", The Campus, October 5, 1973

In this article,which appeared in a City College student newspaper, the author describes the results of a survey in which over half of the seniors at the college indicated that they felt that the Open Admissions Policy is undesirable and detrimental to the College's reputation. A majority of upper classmen indicated dissatisfaction with the state of academic standards.

Shanker, Albert, "Where We Stand", New York Times, August 19, 1973

In a weekly newspaper column,the author discusses a debate which was held to examine different points of view relating to CUNY's OAP. After commenting both on the views of those opposed to open admissions and the views of those supporting it, the author concludes by urging that the OAP be given a fair chance. He warns, however, that education is only one component of a comprehensive program and cites the need for increased remedial services, skillful counselling, and smaller classes.

Sourian, Peter, "Open Admissions; A Pilgrim's Progress," The Nation, February 12, 1973, pp. 206-210

The author discusses divergent views related to open admissions, quoting several City College faculty members who express a variety of opinions and anecdotes, some positive and some negative, about the OAP. He concludes by expressing his support of open admissions and his belief that, even if the current students themselves do not gain a great deal from attending college, their children's lives might be improved as a result of today's implementation of the OAP.

Steif, William, "Open Admissions: Criticized as Debasing," (Washington D.C.) News, May 20, 1971

The author describes some of the reasons behind the charges that academic standards are being lowered due to open admissions policies. He describes courses being offered in one community college catalogue, which are

which are not academic in nature, but for which college credit is given. He also cites incidents which have occurred at several CUNY community colleges in which funds have been used in a "questionable" manner, to the benefit of minority group students, at the expense of the entire student body. The author goes on to suggest that giving the colleges the major responsibility for providing job training is placing too great a burden on them. He quotes a number of black educators who express the belief that black students need vocational training and it should be available to them through institutions of higher learning.

Steif, William, "Students Spark Freedom Drive", Rocky Mountain News, May 24, 1971

In this article, the author describes the political activism of Puerto Rican students on CUNY campuses. He mentions the increase in the number of Puerto Rican students resulting from OAP and describes the split in attitude among these students. According to the author, there exists an emotional pull between those students who are involved in the Free Puerto Rico movement and those who wish to become part of mainstream America. He concludes by stating that Puerto Ricans are a good deal freer than most people in the world.

Stoerker, C. F., "Open Admissions: Emerging Concepts in Higher Education; New Experiment in N. Y. City," Christian Century, Aug. 27, 1970, pp. 1013-1017

In judging the chances of success of open admissions, the author suggests that three discouraging and three encouraging factors stand out: Discouraging: (1) whether consciously or unconsciously whites view implementation of OAP as a black invasion of CUNY; (2) the faculty is largely unequipped, methodologically and psychologically, to meet the challenges posed by OAP;and (3) lack of motivation may be evident in many students. Encouraging: (1) because tuition is free, initiation of OAP will not be too seriously impeded by economic factors; (2) the recognition of society's obligation to provide higher education for all its citizens; and (3) OAP may lead to a reordering of our society's education and vocational values. Initiation of a policy of open admissions is a needed step in educational development; higher education is now asked to adjust its gears to meet the challenge posed by the influx of a new kind of student.

Titelbaum, I. "Private Sector's Response to Open Enrollment," Educational Forum, vol. 35, no. 4, May, 1971, pp. 533-534

The author examines what effect open admissions at CUNY will have on the size and composition of future student

bodies at private colleges and universities in the New York Metropolitan Area. Most likely, the response to OAP in the public sector will have to be open admissions in the private sector. The author proposes that private colleges offer admission to all high school graduates who will register before the end of their high school sophomore year. This will alleviate students' and parents' tensions about college entrance and qualifying exams, allowing students to pursue studies for their intrinsic value without fear and intimidation. At the same time, colleges will have to keep a watchful eye over their future students by communicating with them regularly, encouraging them in their high school studies, and inviting them to summer workshops.

Trimberger, Ellen Kay, "Open Admissions: A New Form of Teaching?" Insurgent Sociologist, vol. IV, no. 1, Fall, 1973, pp. 29-42

In this radical critique, the author claims that higher education functions (1) to train workers in the technological skills necessary to the economy and (2) to indoctrinate youths ideologically to accept their place in the class structure of unequal status and power. The author suggests that the OAP at CUNY, by opening up the senior colleges to minority and working class youth, created a contradiction between these two functions because too many BAs would mean the failure of many to obtain high status employment and might cause them to lose faith in the ideal of equal opportunity. She claims that, in response, CUNY developed new forms of "tracking" students: the colleges are becoming stratified, with (1) elite, pre-professional (Queens, Brooklyn and Hunter), (2) social-public services (City, Lehman, Baruch, Jay, York and Evers, plus Queensborough, Kingsborough and NYCCC), and (3) clerical-vocational (BMCC, Bronx CC, Hostos CC, LaGuardia CC, SICC) institutions. Whether this will reconcile the contradiction between the two functions remains to be seen.

Wagner, Geoffrey, "Open Admission in New York: Another Great Hoax", National Review, June 23, 1972

Anecdotal evidence is used to support the author's contention that the Open Admissions Policy is a hoax. He refers to the lack of knowledge among students admitted under the OAP and attempts to discredit faculty members who support the policy. He also claims that those faculty members who oppose the OAP are subject to attack for expressing their point of view.

Weiner, Howard, "The Instructor and Open Admissions," Urban Education, Oct., 1970, pp. 287-293

The author recognizes that the ultimate fate of OAP may depend upon the ability of teachers to adjust their teaching methods to meet the needs of large numbers of academically underprepared students. He suggests that instructors might enhance skill development and information accumulation through (1) the careful selection of materials, (2) an effective classroom experience, and (3) artfully designed papers and examinations. At the same time, the fate of OAP will be determined most by the amount of motivation, sensitivity, and hard work the instructor can muster, and the feasibility of small classes.

Wexler, Jacqueline, "An Open Door to City U" , New York Times, March 8, 1972

This is an Op-Ed page contribution (by the President of Hunter College) which describes free tuition (1847) as the first step and OAP (1970) as the second step in extending opportunities for higher education to the poor and the disadvantaged. She asks that State leaders support both.

"Who Killed the Elitism in Higher Education? SEEK and the College Discovery Program at CUNY," College and University Business, vol. 49, no. 5, November, 1970. pp. 60-63

This paper reviews the events leading to the decision to implement the Open Admissions Policy at CUNY and briefly examines what some colleges are doing to meet the needs of underprepared students. Comments from students and faculty regarding programs are included.

Zeller, Belle, "College Education for All: Experiments in Universal Higher Education in California and in New York City," Todays Education, vol. 61, no. 3, March, 1972, pp. 46-49

The author (President of the Professional Staff Congress, the faculty union at CUNY) critically examines OAP at CUNY after one year stressing, in particular, the high attrition rate and failure to provide students with adequate remedial programs. She compares the CUNY program with California's open enrollment policy, claiming that California officials are more candid about the limitations of their remedial programs. While the experiences of both states raise several questions, she concludes that the need exists for universal higher education.

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